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ABSTRACT

The State Department of Education is releasing the domain specifications of the New Mexico High School Competency Examination (NMHSCE) for educator use because the Spring 1996 administration of the test will be in a different form. The NMHSCE is a high school graduation requirement in New Mexico. It assesses students' competence in writing, reading, mathematics, science, and social studies. The specific content of the examination, with examples of item types, is described in the domain specifications. Within each domain section, an overview of the competency framework for that domain is provided, and each competency statement is listed, with the following information: (1) eligible test content; (2) a sample multiple-choice item; (3) a sample constructed response item and rubric; and (4) a sample open-ended item and rubric, if appropriate. At the end of each section, the general specifications for test items are given. The domain specifications are a bridge between the state Competency Frameworks and the NMHSCE, but they are not intended to define a curriculum. Eight appendixes provide detailed content-specific information. (SLD)

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New Mexico High School Competency Examination

Domain Specifications

Assessment and Evaluation Unit
July, 1995

State of New Mexico
Department of Education
Santa Fe, New Mexico 87501-2786

Alan D. Morgan
Superintendent of Public Instruction

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STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION – EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501-2786

ALAN D. MORGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

JULY 1995

TO NEW MEXICO EDUCATORS:

It has been eight years since domain specifications for the New Mexico High School Competency Examination (NMHSCE) were sent to you prior to the first administration of that test in the Spring of 1988. As the Spring 1996 administration of the NMHSCE will be a new form of the test, it is appropriate now to send out new domain specifications describing that form of the test.

Domain specifications have two important uses. First, test items are developed and matched to the domain specifications to ensure the content validity of the test. Second, they provide a description of the content of the test that can be used to match test content to curriculum content to ensure instructional validity without the need to review specific test items.

The domain specifications can be used and copied as you desire. I would suggest two uses you may consider. First, matching the content of your curriculum to the content of the exam may help identify some areas where your curriculum could be improved or where the content of the exam could be improved. Second, sharing the domain specifications with appropriate teachers should help reinforce instruction of the curriculum.

This domain specifications manual has been created and carefully developed with the assistance of many New Mexico educators. I encourage you once again to share this material with as many of your high school staff members as you can.

Sincerely,

Carroll L. Hall

Carroll L. Hall, Ph.D.
State Director, Assessment and Evaluation

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INTRODUCTION

Passing the New Mexico High School Competency Examination (NMHSCE), mandated by the Educational Reform Act of 1986, is a requirement for students to receive a high school diploma. The examination assesses students' mastery of basic competencies in writing, reading, language arts, mathematics, science, and social studies. The specific content of the examination, with examples of item types, is described in the enclosed set of domain specifications.

Changes have been made in the NMHSCE to align the examination with the State Competency Frameworks, adopted in 1992. Some of these competencies are best assessed using constructed-response or open-ended items. Following three years of piloting such items to ensure their measurement quality, the Spring 1996 NMHSCE will contain a few of these items in addition to the traditional multiple-choice items. These domain specifications will help New Mexico educators and students become familiar with both assessment formats.

The domain specifications are organized to be consistent with the design of the NMHSCE: reading, language arts (including writing), mathematics, science, and social studies. Within each domain section, an overview of the competency framework for that domain is provided. Then each competency statement is listed. For those competencies assessed in the NMHSCE, the following information is provided: eligible test content, at least one sample multiple-choice item, a sample constructed-response item and rubric, and a sample open-ended item and rubric, where appropriate. At the end of each section, the general specifications for multiple-choice, constructed-response, and open-ended items are given.

Detailed content-specific information may be found in the Appendixes at the end of the document.

The domain specifications are intended to be the bridge between the Competency Frameworks and the NMHSCE and to help teachers and students better understand the content and item formats in the examination. They are not intended to define a curriculum or a course of study. Also, it should not be assumed that every competency will be assessed by both multiple-choice and constructed-response items. The actual test design varies each year to ensure test security.

READING DOMAIN SPECIFICATIONS

Content Area: Reading
Level: Exit Level

Framework Overview

The section of the New Mexico HSCE that assesses students' reading comprehension skills is based on those assumptions and outcomes in the Language Arts Competency Framework that specifically address reading behaviors. A variety of short texts are utilized in order to sample the range of purposes, topics, and genres that represent the reading domain. Every attempt has been made to include materials of interest and relevance to the diverse population of New Mexico students.

Competency 1: Speak and write for a variety of audiences and purposes

One mode of discourse, persuasive writing, is assessed in the NMHSCE. It is discussed in the Language Arts Domain section of this document.

Competency 2: Speak and write using the conventions of correctness

This competency will be addressed in the Language Arts Domain section of this document.

Competency 3: Respond personally, analytically, and critically to written and spoken language

This competency is assessed by asking students a variety of questions about a variety of texts in the reading subtest.

Eligible Test Content

1. Questions may ask students to compare and contrast, summarize, analyze, critique, make inferences, draw conclusions, or hypothesize about information and ideas in a given text.
2. Questions may ask about similarities and differences between elements in the text.
3. Questions may ask about the main topic or idea, either stated or unstated, and about details that support the main topic or idea.
4. Questions may ask about order or sequence of events in a text.
5. Questions may ask for inferences or possible explanations for events in a text.
6. Questions may ask for definitions of words or phrases used in a text.

Sample multiple-choice item:

Read the passage below, and then answer the question that follows.

> The biggest prank ever pulled in the United States took place on Halloween night, 1938. The credit belongs to Orson Welles, the head of radio's "Mercury Theater." He wrote a radio play based on the famous story, "The War of the Worlds," by H. G. Wells. The story describes the Earth being attacked by a spaceship from Mars.
>
> The radio show was so convincing that people throughout the country actually believed Martians had landed in New Jersey. Calls poured into police stations; people fled to the highways in droves; and many people were hurt when crowds went wild with fear. Some people, unable to flee, simply prayed. It seemed that the world had gone mad.
>
> When it was finally told that the story was a fake, some wanted Welles to be punished for the trouble he had caused. But nothing was done to the man who gave America the scariest Halloween it has ever had.

1 Why do you think calls poured into police stations?

A People wanted Welles to be arrested.
B People wanted to report that the story was fake.
***C** People wanted to find out what they should do.
D People wanted to find out who wrote the play.

Sample constructed-response item:

On the lines below, explain why you think Orson Welles was not punished for the trouble he caused. You may give several ideas or develop one idea.

Rubric:

Exemplary response:
- He had not broken the law.
- His motivation was to entertain, not terrify.
- He had not intended to cause trouble.
- It wasn't his fault that people misunderstood the program.

2 points possible

- 2 points = synthesis of multiple ideas or one idea, developed
- 1 point = one idea, not developed
- 0 points = incorrect response

Sample open-ended item:

On the lines below, list three situations that must have been true in 1938 for "The War of the Worlds" to cause the reaction that it did.

Rubric:

Exemplary response:

- People thought that Martians might exist.
- Many people listened to radio instead of TV.
- His program must have been very realistic/very well done.
- People had not been exposed to sophisticated, scary movies, TV shows, other radio programs, etc.
- People did not know much about Mars or outer space.
- People were nervous about invasion.

3 points possible

- 3 points = any three situations
- 2 points = any two situations
- 1 point = any one situation
- 0 points = no situations or incorrect response

Competency 4: Recognize, analyze, and respond to propaganda

The term "propaganda" here is interpreted broadly as any attempt to use language to convince, sway, or influence the reader to agree with a particular point of view. It includes advertising, editorializing, and all forms of persuasive writing.

Eligible Test Content

1. Questions may ask students to identify an author's purpose or point of view in a given text.
2. Questions may ask students to identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree with a point of view.
3. Questions may ask students to identify specific techniques used in advertising or in editorials.

Sample multiple-choice item:

The following is an advertisement for a TV program. Use it to do Number 1.

> Join in the Tuesday night fun when *Freshman Year* premieres on the International Broadcasting System. Follow the humorous adventures of Central High's ninth-grade students as they tackle the challenges of high school. Experience their enthusiasm. Laugh at their jokes. These bright and eager teenagers will charm you and win your heart.
>
> Freshmen may have a lot to learn, but they don't hesitate to launch new friendships and activities. Meet our main characters. Cassie plans to be the first ninth grader to join the cheerleading squad. Phil is a practical joker who plays soccer. Elena just moved to town, so she is eager to make new friends. Brian and Steve started a band during the summer and hope to play at the first school dance. These characters will change in the year ahead; their transformations will be sometimes unpredictable and touching, but always amusing.
>
> Beginning September 9, enjoy *Freshman Year*, an hour of family entertainment, each Tuesday at 8 o'clock on IBS.

1 The advertisement refers to the teenagers as "bright and eager" in order to

A give an example of how teenagers should behave
***B** make the premiere sound appealing
C describe the clothes that teenagers wear
D encourage teenagers to join school clubs

Sample constructed-response item:

On the lines below, explain why the phrase "family entertainment" is probably used in the advertisement.

You may give several ideas or develop one idea.

Rubric:

Exemplary response:
- to suggest that the show is wholesome
- to suggest that the show is suitable for the whole family, including children
- to suggest that the show is one that a family might enjoy watching together

2 points possible

- 2 points = synthesis of multiple ideas or one idea developed
- 1 point = one idea, not developed
- 0 points = incorrect response

Sample open-ended item:

On the lines below, write an analysis of the advertisement, showing which words are used to convince the reader that the program is a comedy appropriate for people of all ages. Include five examples from the advertisement in your analysis.

Rubric:

Words used in advertisement:

- "Tuesday night fun"
- "humorous adventures"
- "experience their enthusiasm"
- "laugh at their jokes"
- "bright and eager teenagers"
- "charm you and win your heart"
- "practical joker"
- "unpredictable and touching"
- "always amusing"
- "family entertainment"

4 points possible

- 4 points = a developed analysis with at least five examples
- 3 points = a developed analysis with four examples
- 2 points = a brief analysis with three examples
- 1 point = a brief analysis with two examples
- 0 points = a brief analysis with one or no examples or an incorrect response

Competency 5: Read and listen for a variety of purposes, including the gathering of information, the extending of experience, and the achievement of pleasure

This competency is not directly assessed in the NMHSCE. However, a variety of text types are provided that represent these different purposes for reading. They include letters, short biographies, editorials, excerpts from novels or short stories, first person narratives, poems, excerpts from nonfiction, and consumer and business materials.

Competency 6: Use a variety of reading and listening strategies and understand when each is appropriate

This competency is not directly assessed in the NMHSCE.

Competency 7: Appreciate and respect their own language, culture, and literature and the languages, cultures, and literature of others

The term "culture" here is interpreted broadly, to include the culture of adolescents as well as the cultures of others. The use of a variety of text types, including excerpts from literature and poetry, makes assessment of this competency possible.

Eligible Test Content

1. Questions may ask students to relate ideas or events in text to their own lives or the lives of their peers as long as they do not invade privacy. The focus of such questions must be on the text.
2. Questions may ask students to locate or interpret figurative language in a given text, including simile, metaphor, alliteration, symbolism, and personification.
3. Questions may ask students to identify or interpret literary conventions in a given text, including mood, tone, theme, flashback, and foreshadowing.

Sample multiple-choice items:

Read the passage below, and then answer each question that follows.

The Base Stealer
by Robert Francis

Poised between going on and back, pulled
Both ways taut like a tightrope-walker
Fingertips pointing the opposites,
Now bouncing tiptoe like a dropped ball
Or a kid skipping rope, come on, come on,

Running a scattering of steps sidewise
How he teeters, skitters, tingles, teases,
Taunts them, hovers like an ecstatic bird,
He's only flirting, crowd him, crowd him,
Delicate, delicate, delicate, delicate—now!

1 What is the mood of this poem?

A fear of falling
B respect for the game
***C** anticipation of action
D joy of children playing

2 Which of the following literary devices is found in Line 6 ?

A simile
B foreshadowing
***C** alliteration
D personification

Sample constructed-response item:

On the lines below, explain what is happening in the last line of the poem. Include two ideas.

Rubric:

2 points possible

Exemplary response:
- The player is maintaining the delicate balance among leaving the base, not leaving the base, and the pressure of the crowd.
- The player takes off (or steals the base).

- 2 points = both ideas present
- 1 point = any one idea present
- 0 points = incorrect response

Sample open-ended item:

On the lines below, list four comparisons made between the player and something or someone else.

Rubric:

3 points possible

Exemplary response:
- like a tightrope-walker
- like a dropped ball
- like a kid skipping rope
- like an ecstatic bird
- someone who is taunting
- someone who is flirting

- 3 points = all four comparisons
- 2 points = any three comparisons
- 1 point = any two comparisons
- 0 points = only one comparison or incorrect comparisons

Competency 8: Locate and use information for specific purposes and from a variety of sources

To assess this competency, a variety of "real-world," or consumer materials, are provided rather than library or school sources of information. Such materials may include excerpts from magazines or newspapers, directions, schedules, maps, graphs, advertisements, warranties, or any other form or document commonly encountered. This competency will not be assessed with open-ended items.

Eligible Test Content

1. Questions may ask students to locate specific information on a given form or document.
2. Questions may ask students about information provided on a given form or document.
3. Questions may ask students about the meaning of words on a given form or document.
4. Questions may ask students to complete a given form or document.

Sample multiple-choice item:

Read the paragraph about passport applications, and then answer the question that follows.

> A husband or wife who is to be included in the passport must appear in person with the applicant and also sign the application. Unmarried children under the age of 13 years who are to be included in a passport application are not required to appear in person. An unmarried person who has attained the age of 13 years must obtain a passport in his/her own name. (Note: A person included in the passport of another may not use the passport for travel unless accompanied by the bearer.)

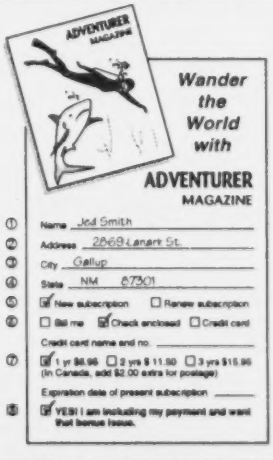
1 The Bosley family plans to travel around the world. Mr. and Mrs. Bosley have two sons aged 12 and 15. They have a passport application, part of which is shown above. According to the paragraph, which of the following statements is true?

A Mr. and Mrs. Bosley may not apply for one passport.
***B** Their fifteen-year-old son must get his own passport.
C Mr. Bosley may travel alone on Mrs. Bosley's passport.
D All members of the Bosley family must appear in person.

Sample constructed-response item:

Jed Smith likes to travel. He lives at 2869 Lanark Street, Gallup, NM 87301. Jed has decided to subscribe to ADVENTURER Magazine for one year. He will pay by check, and he will receive one extra issue because he is sending his payment with the order form. Complete the order form for Jed.

Rubric:


ADVENTURER MAGAZINE
Wander the World with
ADVENTURER
MAGAZINE
① Name Jed Smith
② Address 2869 Lanark St.
③ City Gallup
④ State NM 87301
⑤ ☑ New subscription ☐ Renew subscription
⑥ ☐ Bill me ☑ Check enclosed ☐ Credit card
Credit card name and no.
⑦ ☑ 1 yr $6.95 ☐ 2 yrs $ 11.90 ☐ 3 yrs $15.95
(In Canada, add $2.00 extra for postage)
Expiration date of present subscription
⑧ ☑ YES! I am including my payment and want that bonus issue.

2 points possible

- 2 points = seven or eight entries correct
- 1 point = five or six entries correct
- 0 points = fewer than five entries correct

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Competency 9: Use electronic technology to communicate

This competency is not assessed in the NMHSCE.

Competency 10: Use language to share experience and gain insight into their own and others' lives

This competency is not assessed in the NMHSCE.

Competency 11: Use writing, reading, speaking, and listening as tools for learning in all subject areas

This competency is not assessed in the NMHSCE.

Specifications for Multiple-Choice Items

1. The item will assess the targeted competency.
2. The item will begin with either a question or an open-ended statement.
3. There will be four response options, with only one correct or clearly best response.
4. The correct response should be clearly correct to students who possess the knowledge or skill being assessed.
5. The three incorrect responses (distractors) should be attractive to students who do not possess the knowledge or skill being assessed but not attractive to students who do.
6. Response options should be parallel in structure; all should be about the same length, or two should be long and two should be short.
7. Response options should be mutually exclusive.
8. Items should be independent of each other but may be dependent on an appropriate stimulus, such as a map or a graph.
9. Items should not interact, that is, give clues to other items.
10. Key words used in the beginning of the item should not be used in the answer choices or, if used, should be used in all four answer choices.
11. Words requiring emphasis should be capitalized: NOT, MOST, BEST.
12. Items should be free of errors, bias, stereotyping, or value judgments.
13. Distractors should be based on words, ideas, or events in the text that do not answer the question, such as incorrect inferences, minor points instead of main ideas, misreading of information, etc.
14. Distractors for questions about figurative language and literary elements should be other incorrect interpretations or literary elements.

Specifications for Constructed-Response and Open-Ended Items

1. The item must assess the targeted competency.
2. The item must clearly and unambiguously ask for the intended response; that is, students must understand precisely what they are being asked to do.
3. Items should be clear and concise, utilizing simple vocabulary and sentence structure.
4. Items should ask only one question. A separate question should be treated as a separate item.

5. Constructed-response items must be scorable using a 0, 1 or 0, 1, 2 scoring rubric. The intended response should consist of a few words up to two sentences.
6. Open-ended items must be scorable using a 0, 1, 2, 3 or more point-scoring rubric. The intended response may consist of a list or time line, several sentences, or a paragraph.
7. Items should be independent of each other but may be dependent on an appropriate stimulus, such as a map or a graph.
8. Items should not interact, that is, give clues to other items, but they may be scaffolded, leading the student through a series of steps to a larger, concluding activity.
9. Words requiring emphasis should be capitalized: NOT, MOST, BEST.
10. Items should be free of errors, bias, stereotyping, or value judgments.

Specifications for Scoring Rubrics

1. There should be a separate rubric for each item.
2. The rubric should identify the competency being assessed.
3. The rubric should identify the number of points possible for the item.
4. The rubric should provide examples of exemplary responses, including all foreseeable correct responses to the item.
5. The rubric should identify the performance criteria for each score point on the scale for that item.
6. Each score point should represent a level of performance clearly distinguishable from the other score points.

LANGUAGE ARTS DOMAIN SPECIFICATIONS

Content Area: Language Arts
Level: Exit Level

Framework Overview

The section of the New Mexico HSCE that assesses students' language arts skills is based on those assumptions and outcomes in the Language Arts Competency Framework that specifically address writing and language usage behaviors. In some cases, short texts are utilized to assess students' abilities to locate and use information for specific purposes. Those materials represent "real-world" or consumer documents of interest and relevance to the diverse population of New Mexico students.

Competency 1: Speak and write for a variety of audiences and purposes

One mode of discourse, persuasive writing, is assessed in the NMHSCE. Students are asked to respond to a writing prompt by writing a composition of more than one paragraph in which they state a position on an issue and attempt to persuade the reader to agree with their position.

Eligible Test Content

1. Prompts must be relevant for Grade 10 students and require sufficient knowledge or experience on the part of students so they can take and develop a position.
2. Prompts must be of sufficient depth or difficulty to provide an opportunity for developing and supporting a position.
3. In general, prompts should not be abstract ideas or involve strong emotional feelings, although they should engage the students' interest and involvement.
4. Students will be strongly encouraged to outline, draft, revise, and proofread their compositions.
5. Students will be given the Writing Skills Checklist (see Appendix A) to help them revise and proofread their compositions.
6. All students will respond to the same prompt and will write one composition.

Sample prompts:

> Most parents have curfews for their children. Sometimes curfews are extended on very special occasions. Write a composition of more than one paragraph persuading your parents that you should be given an extension OR that you should not have a curfew at all.
>
> It is said that watching too much television (including cable TV, MTV, and rented movies) may be harmful to young people. Write a composition of more than one paragraph for the school newspaper either defending the previous statement or persuading the reader to conclude that the statement is false.

Smoking tobacco has been shown to cause cancer. New evidence suggests that being near someone who is smoking can also be harmful. Should smoking in public places be restricted? Write a composition of more than one paragraph for the school newspaper to answer the question and persuade the reader to agree with your opinion.

Eligible Response Content and Scoring Rules

1. Compositions will be scored using the Holistic Writing Assessment Scoring Rubric provided in Appendix B.
2. Compositions will be scored independently by two readers. If the two readers' holistic scores are within one point, the two scores will be averaged. If the scores are more than one point apart, a third reader will score the composition. The third score will be the determining score. If one of the initial two readers assigns a condition code, indicating that the composition is unscorable for some reason, a third reader will score the composition; either the condition code will be assigned or the scores provided by two readers will be averaged.
3. Any composition with average holistic scores less than three will be scored again analytically using the rubric provided in Appendix C. This will be done to provide additional information about the student's writing deficiencies.

Competency 2: Speak and write using the conventions of correctness

This competency addresses the conventions of standard English usage.

Eligible Test Content

1. Questions may ask about correct grammar, including subject-verb agreement, tense, adjectives and adverbs, and prepositions and objects of prepositions.
2. Questions may ask about correct and incorrect spelling, focusing on words frequently misspelled by 10th-grade students.
3. Questions may ask about sentence structure, including fragments and run-on sentences, awkward structure, sentence combining, or compound and complex sentences.
4. Questions may ask about capitalization, including the first letter of a sentence; the first letter of a direct question or quotation contained within a sentence; titles; proper names; the pronoun "I"; dates and holidays; historical terms; place names; and titles, positions, and names of relatives.
5. Questions may ask about punctuation, including end of sentence; separation of independent and dependent clauses; introductory phrases; appositives and other parenthetical elements; separation of elements in a series; and numbers and addresses.

Sample multiple-choice items:

1 Which sentence below uses correct grammar?

A Jesse's dogs eats bones and kibble.
B Randy went immediate to the aid of his friend.
***C** The park ranger found Joseph and me before dark.
D After the lightning struck, the horses come rushing to the house.

2 Which underlined word in the sentences below is spelled correctly?

*A The Queen will reign for her lifetime.
B The class made a very large sanwitch for lunch.
C The horse riders were ankshus when lightning struck.
D Shrieks from the sellar were heard throughout the house.

3 Which sentence below uses correct capitalization?

A Thanksgiving day was declared a legal holiday by President Franklin Roosevelt.
B The one great objective of the Leaders of the Republican party was a protective tariff.
C Samuel Clemens was a native of Hannibal, Missouri, where the south and the west met.
*D Gifford Pinchot of the Division of Forestry in the Department of the Interior worked hard for land conservation.

Sample constructed-response item:

Below is a letter written by a student to her local TV station. There are spelling, capitalization, and punctuation errors in the letter. Correct those errors in the space above them.

1483 Waco Drive
Quemado, NM 87829
August 12, 1994

News Director
KXXX TV
1560 Locust Avenue
Quemado, NM 87829

Dear News Director:

While watching the local News on your station last night, I heard one of your reporters, Beverly Watson, make an error. She said that the Wabash hotel was built in 1903, my Grandmother was born in Quemado in 1904, and she remembers watching the Hotel beeing built.

Sincerly yours,

Jean Humbert

Rubric: **4 points possible**

- 4 points = all eight errors corrected
- 3 points = any six or seven errors corrected
- 2 points = any five errors corrected
- 1 point = any three or four errors corrected
- 0 points = fewer than three errors corrected

NOTE: There is no penalty for unnecessary corrections.

Sample open-ended item:

Students' compositions, used to measure Competency 1, will also be evaluated for Competency 2.

Competency 3: Respond personally, analytically, and critically to written and spoken language

This competency is assessed in the Reading section of the NMHSCE.

Competency 4: Recognize, analyze, and respond to propaganda

This competency is assessed in the Reading section of the NMHSCE.

Competency 5: Read and listen for a variety of purposes, including the gathering of information, the extending of experience, and the achievement of pleasure

This competency is not directly assessed in the NMHSCE. However, a variety of text types are provided in the reading section that represent these different purposes for reading. They include letters, short biographies, editorials, excerpts from novels or short stories, first-person narratives, poems, excerpts from nonfiction, and consumer and business materials.

Competency 6: Use a variety of reading and listening strategies and understand when each is appropriate

This competency is not directly assessed in the NMHSCE.

Competency 7: Appreciate and respect their own language, culture, and literature and the languages, cultures, and literatures of others

This competency is assessed in the Reading section of the NMHSCE.

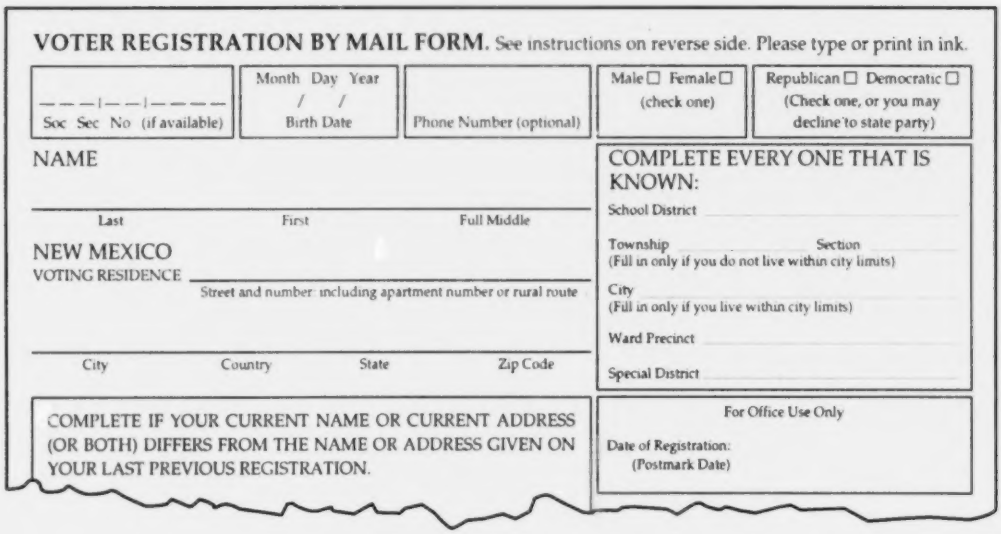
Competency 8: Locate and use information for specific purposes and from a variety of purposes

To assess this competency, a variety of "real-world," or consumer materials, are provided rather than library or school sources of information. Such materials may include excerpts from magazines or newspapers, directions, schedules, maps, graphs, advertisements, warranties, or any other form or document commonly encountered. This competency will not be assessed with constructed-response or open-ended items.

Eligible Test Content

1. Questions may ask students to locate specific information on a given form or document.
2. Questions may ask students about information provided on a given form or document.
3. Questions may ask students about spelling, grammar, punctuation, capitalization, or word usage on a given form or document.

Sample multiple-choice item:



VOTER REGISTRATION BY MAIL FORM. See instructions on reverse side. Please type or print in ink.

___-___-____ Soc Sec No (if available)	Month Day Year / / Birth Date	Phone Number (optional)	Male ☐ Female ☐ (check one)	Republican ☐ Democratic ☐ (Check one, or you may decline to state party)

NAME

Last First Full Middle

NEW MEXICO
VOTING RESIDENCE

Street and number: including apartment number or rural route

City Country State Zip Code

COMPLETE EVERY ONE THAT IS KNOWN:

School District

Township Section
(Fill in only if you do not live within city limits)

City
(Fill in only if you live within city limits)

Ward Precinct

Special District

COMPLETE IF YOUR CURRENT NAME OR CURRENT ADDRESS (OR BOTH) DIFFERS FROM THE NAME OR ADDRESS GIVEN ON YOUR LAST PREVIOUS REGISTRATION.

For Office Use Only

Date of Registration:
(Postmark Date)

1 Bob Peterson, whose full name is Robert James Peterson, is filling in a form, part of which is shown above. What should he write in the space for his name?

A Robert, Peterson
B Peterson, Robert
***C** Peterson, Robert James
D Robert James Peterson

Competency 9: Use electronic technology to communicate

This competency is not assessed in the NMHSCE.

Competency 10: Use language to share experience and gain insight into their own and others' lives

This competency is indirectly assessed in the writing portion of the NMHSCE.

Competency 11: Use writing, reading, speaking, and listening as tools for learning in all subject areas

This competency is not assessed in the NMHSCE.

Specifications for Multiple-Choice Items

1. The item will assess the targeted competency.
2. The item will begin with either a question or an open-ended statement.
3. There will be four response options, with only one correct or clearly best response.
4. The correct response should be clearly correct to students who possess the knowledge or skill being assessed.
5. The three incorrect responses (distractors) should be attractive to students who do not possess the knowledge or skill being assessed, but not attractive to students who do.
6. Response options should be parallel in structure; all should be about the same length, or two should be long and two should be short.
7. Response options should be mutually exclusive.
8. Items should be independent of each other but may be dependent on an appropriate stimulus, such as a map or a graph.
9. Items should not interact, that is, give clues to other items.
10. Key words used in the beginning of the item should not be used in the answer choices or, if used, should be used in all four answer choices.
11. Words requiring emphasis should be capitalized: NOT, MOST, BEST.
12. Items should be free of errors, bias, stereotyping, or value judgments.
13. Distractors for items about grammar may contain errors in subject-verb agreement, errors in tense, inappropriate adjectives or adverbs, or errors in prepositions or their antecedents.
14. Distractors for spelling items may contain errors caused by phonetic spelling, errors in excluding silent letters, errors in omitting or including double consonants, errors in use of homonyms (e.g., "there" instead of "their"), errors in adding prefixes or suffixes, or errors in possessive forms (e.g., "it's" instead of "its").
15. Distractors for capitalization items may contain errors in identifying words that do or do not require capitalization.
16. Distractors for punctuation items may contain errors in omitting necessary punctuation, including unnecessary punctuation, mislocating punctuation, or using incorrect punctuation symbols.
17. Distractors for locating information may include inappropriate or incorrect information for a specific part of a form or record or mislocating information on a form or record.

Specifications for Constructed-Response and Open-Ended Items

1. The item must assess the targeted competency.
2. The item must clearly and unambiguously ask for the intended response; that is, students must understand precisely what they are being asked to do.
3. Items should be clear and concise, utilizing simple vocabulary and sentence structure.
4. Items should ask only one question. A separate question should be treated as a separate item.
5. Constructed-response items must be scorable using a 0, 1 or 0, 1, 2 scoring rubric. The intended response should consist of a few words up to two sentences.

6. Open-ended items must be scorable using a 0,1, 2, 3 or more point-scoring rubric. The intended response may consist of a list or time line, several sentences, or a paragraph.
7. Items should be independent of each other but may be dependent on an appropriate stimulus, such as a map or a graph.
8. Items should not interact, that is, give clues to other items, but they may be scaffolded, leading the student through a series of steps to a larger, concluding activity.
9. Words requiring emphasis should be capitalized: NOT, MOST, BEST.
10. Items should be free of errors, bias, stereotyping, or value judgments.

Specifications for Scoring Rubrics

1. There should be a separate rubric for each item.
2. The rubric should identify the competency being assessed.
3. The rubric should identify the number of points possible for the item.
4. The rubric should provide examples of exemplary responses, including all foreseeable correct responses to the item.
5. The rubric should identify the performance criteria for each score point on the scale for that item.
6. Each score point should represent a level of performance clearly distinguishable from the other score points.

MATHEMATICS DOMAIN SPECIFICATIONS

Content Area: Mathematics
Level: Exit Level

Framework Overview

The New Mexico mathematics competency framework has been adapted from the National Council of Teachers of Mathematics (NCTM) *Curriculum and Evaluation Standards for School Mathematics*. These standards emphasize mathematics as a way of thinking, reasoning, and communicating skills needed for employment, communication, and a quality life in the twenty-first century.

Competency 1: Value Mathematics

This competency is not assessed in the NMHSCE.

Competency 2: Mathematical Ability

The assessment of this competency yields information about students' abilities to apply their knowledge to solve mathematical calculations and problems and to demonstrate their knowledge of mathematical concepts and applications.

Eligible Test Content

1. Questions may ask students to compute with integers, fractions, decimals, and percents.
2. Questions may ask students to compare two numbers, such as a decimal and a fraction or a percent and a decimal, for equivalence and order.
3. Questions may ask students to find perimeters, areas, and volumes of given figures.
4. Questions may ask students to construct and interpret graphs and tables.
5. Questions may ask students to construct or complete a partially constructed graph or table.
6. Questions may ask students to find the value of a specified variable in a simple linear equation and/or in a given formula after substituting values for the other variables.

Sample multiple-choice item:

1 What is 17% of 321 ?

A 5.46

B 18.88

C 33.80

***D** 54.57

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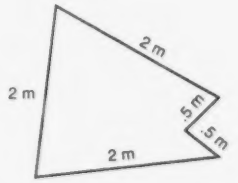
Sample constructed-response item:

Use the table of formulas and the figure to answer the following question.

SELECTED FORMULAS FOR SOME GEOMETRIC FIGURES
Perimeter = the sum of the lengths of the sides of a figure (polygon)
Circumference of a circle = $\pi d = 2 \pi r$
Area
Triangle = $\frac{1}{2}$ base x height
Rectangle = base x height
Parallelogram = base x height
Circle = π x radius^2
Volume
Rectangular solids = length x width x height
Right cylinder = π x radius^2 x height

1 What is the perimeter of this figure? Show your work in the space below.



Rubric:

Answer: 7 m
A version of work:
2 m + 2 m + 2 m + .5 m + .5 m = 7 m
OR
3(2 m) + (.5 m + .5 m) = 7 m
OR
Add up all sides

2 points possible

- 2 points = answer plus correct work
- 1 point = answer or correct work
- 0 points = incorrect answer, no work, or incorrect work

Competency 3: Problem Solving

The assessment of this competency yields information about students' ability to formulate problems, apply a strategy to solve a problem, verify and interpret results, and generalize solutions as well as to solve problems.

Eligible Test Content

1. Questions may ask students to apply such basic properties of numbers as odd/even, prime/composite, factors, multiples, and place value in the solution of a given problem.
2. Questions may ask students to use appropriate units in the standard and metric measurement systems to solve practical measurement problems.
3. Questions may ask students to interpret a word problem and compute the answer.
4. Questions may ask students to apply the principles of percentage to given problems.
5. Questions may ask students to apply a strategy to a given problem and explain or demonstrate the strategy.

Sample multiple-choice item:

1 Sedillos Department Store has a sale of 35% off on any purchase. If a coat originally cost $45, how much will it cost on sale?

A $15.75

B $19.25

***C** $29.25

D $35.00

Sample constructed-response item:

Solve the following word problem.

Carol Teran bought some groceries from Food Stop Grocery Store. Her cash register receipt is shown below:

$1.75	-	soap
.97	-	carrots
6.73	-	pork
2.13	-	steak
.19	-	apples
1.63	-	ice cream

If sales tax is 5%, what is the total cost of Carol's groceries, including tax? Show your work.

Rubric:

Answer: $14.07

Work:

$ 1.75
.97
6.73
2.13
.19
1.63
$13.40 x .05 = $0.67
$13.40 + $0.67 = $14.07

2 points possible

- 2 points = correct answer plus correct procedure
- 1 point = correct answer with no work or incorrect answer with correct procedure
- 0 points = incorrect answer and no work or incorrect work

Competency 4: Communication

The assessment of this competency yields information about students' ability to write about or visually depict mathematical ideas, to understand mathematical ideas that are presented in a variety of forms, and to use mathematical vocabulary, notation, and structure to represent mathematical ideas.

This competency is assessed in the NMHSCE with constructed-response items only.

Sample constructed-response item:

On the lines below, describe what the graph shows about total sales between 1965 and 1975.

Rubric: **2 points possible**

- 2 points = Total sales increased $2,000 between 1965 and 1970 and another $2,000 between 1970 and 1975 for a total increase of $4,000 (from $17,000 to $21,000 over ten years).
- 1 point = Total sales increased $4,000 between 1965 and 1975.
- 0 points = incorrect interpretation of graph

Competency 5: Reasoning

The assessment of this competency yields information about students' ability to use inductive reasoning to recognize patterns, proportional and spatial reasoning to solve problems, and to analyze situations to determine common properties and structures.

Eligible Test Content

1. Questions may ask students to use rounding and approximation to estimate computation results or determine whether the answer to a given problem is reasonable.
2. Questions may ask students to identify a pattern or sequence and predict the next member in the pattern or sequence.
3. Questions may ask students to select the most reasonable measurement unit for a given quantity.
4. Questions may ask students to utilize proportional and spatial reasoning to solve a given problem.

Sample multiple-choice item:

George and Lucy are experimenting with growing tomatoes. They want to measure the difference in weight between the experimental tomatoes and the normal tomatoes. What unit of measurement would be best for them to use to compare two tomatoes?

***A** ounces

B gross

C pounds

D tons

Sample constructed-response item:

Use rounding to estimate the following problem.

$13.8 + 24.2 - 10.1 = ?$

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Rubric:	1 point possible
Answer: 14 + 24 – 10 = 28	• 1 point = correct answer • 0 points = other

Sample open-ended items:

The following are examples of multi-step tasks that address all the mathematical competencies.

SCENARIO:

You work in a frozen yogurt shop. Recently, you have been receiving complaints from customers about the use of plastic containers.

You have decided to inform the owner about the benefits of switching to a cardboard packaging material and to persuade him to make the change. Your challenge is to present the owner with convincing information about the cost effectiveness and the environmental benefits of switching.

Step 1

Currently, the yogurt shop pays $0.10 per plastic container. How much does the shop pay the supplier when ordering 1,000 containers? $_____

Step 2

You have discovered a manufacturer that makes a cardboard container suitable for frozen yogurt. Their prices are $0.06 per container for orders of less than 1,000 and $0.04 each for orders of 1,000 or more.

A. Which container is more expensive, the plastic or the cardboard? _____

   Show your work:_____

B. How much would the yogurt shop pay if it ordered 2,000 cardboard containers?

   $_____

Step 3

You discover that shipping costs need to be added to the cost of the containers. The plastic containers can be shipped for $20.00 per 1,000 containers, while cardboard costs $40.00 per 1,000 containers to ship.

A. Complete the chart below to indicate how much shipping will add to the cost per container.

	Plastic Container	Cardboard Container
Unit cost per container	$0.10	$0.04
Shipping cost per container	_____	_____
Total cost per container	_____	_____

B. Including shipping cost, which type of container is cheaper? _____

By how much? $ _____

Rubric: **7 points possible**

Step 1

$100.00

- 1 point = correct answer
- 0 points = incorrect answer

Step 2

A. Plastic container is more expensive.
1,000 plastic containers cost 1000 x $0.10 = $100.00
1,000 cardboard containers cost 1000 x $0.04 = $40.00

B. 2,000 x $0.04 = $80.00

- 3 points = correct answers for A & B and work for A
- 2 points = correct answers for A & B; no work OR correct answer for A only with work
- 1 point = correct answer for A or B; no work
- 0 points = incorrect answer

Rubric (continued)

Step 3

A.

	Plastic Container	Cardboard Container
Unit cost per container	$0.10	$0.04
Shipping cost per container	$0.02	$0.04
Total cost per container	$0.12	$0.08

B. Cardboard container is cheaper by $0.04 per container, or $40.00 per 1,000 containers.

- 3 points = chart completed correctly and correct answer for B
- 2 points = chart completed, no or incorrect answer for B OR one error in chart and correct answer for B
- 1 point = two errors in chart and correct answer for B
- 0 points = other

SCENARIO:

The mayor's home is being restored to its original turn-of-the century design. You work for a landscape company that has been hired to design the gardens around the home to reflect the natural landscape of the early 1900s. You have three days in which to do the job.

Your boss has put you in charge of the landscape shrubs. Your job is to recommend and carry out a specific plan for removing and adding shrubs, all within three days and a budget of $1500.00.

Step 1

You have made the following chart to help you with your plan.

SHRUB PLANTING PLAN

Type of Shrub	Price per Plant	Number of Plants on the Property	Was the Plant Common in 1900?
English Holly	$20	0	yes
Yaupon	$45	4	yes
Juniper	$10	2	no
Azalea	$20	0	yes

A. How many types of shrubs are on the property that were NOT commonly found in 1900? _____

B. How many plants will you need to remove? _____

Step 2

You are going to add a total of 20 NEW plants to the property. But you want to end up with eight of each type of shrub. Some plants are already on the property. How many NEW plants for each type of shrub will you need to add to the property? Show your plan on the lines below.

Type of Shrub	Number of Plants Added
_____	_____
_____	_____
_____	_____

Step 3

How much will the NEW plants cost all together? _____
Show your work.

Step 4

To complete this job in three days, you will need to hire two workers full time (8 hours/day) for three days. Allowing a total of $480.00 for workers' wages, what hourly wage can you offer each worker? Show your work.

_____

Step 5

Based on the information you have gathered, complete the estimate by filling in the missing information.

Job Estimate

Materials	
Fertilizer	$50.00
Organic pesticide	40.00
Soil mix	20.00
Mulch	20.00
Shrubs	_____
Labor	
Supervisor	$360.00
Workers' Wages	_____
TOTAL	_____

Step 6

Based on the job estimate you have just completed, can you do the job within the budget you were given? _____

Rubric: **9 points possible**

Step 1

A. 1 type of shrub
B. 2 plants

- 2 points = A & B correct
- 1 point = A or B correct
- 0 points = other

Step 2

Type of Shrub	Number of Plants Added
English Holly	8
Yaupon	4
Azalea	8

- 1 point = chart correct
- 0 points = any error in chart

Step 3

Holly: $20 x 8 = $160.00
Yaupon: $45 x 4 = $180.00
Azalea: $20 x 8 = $160.00

Total: $500.00

- 2 points = correct total and correct procedure
- 1 point = correct procedure with miscalculation so answer is wrong OR correct answer with work not shown
- 0 points = other

Step 4

$10.00 per hour per worker plus any correct procedure

- 2 points = correct answer and correct procedure
- 1 point = correct procedure with miscalculation so answer is wrong OR correct answer with work not shown
- 0 points = other

Rubric: (continued)

Step 5

Job Estimate

Materials	
Fertilizer	$50.00
Organic pesticide	40.00
Soil mix	20.00
Mulch	20.00
Shrubs	500.00
Labor	
Supervisor	$360.00
Workers' Wages	480.00
TOTAL	$1470.00

- 1 point = chart correct
- 0 points = other

Step 6

Yes

- 1 point

Specifications for Multiple-Choice Items

1. The item will assess the targeted competency.
2. The item will begin with either a question or an open-ended statement. Computation problems may consist of a number sentence.
3. There will be four response options, with only one correct or clearly best response.
4. The correct response should be clearly correct to students who possess the knowledge or skill being assessed.
5. The three incorrect responses (distractors) should be attractive to students who do not possess the knowledge or skill being assessed, but not attractive to students who do.
6. Response options should be parallel in structure; all should be about the same length or two should be long and two should be short.
7. Response options should be mutually exclusive.
8. Items should be independent of each other but may be dependent on an appropriate stimulus, such as a map or a graph.
9. Items should not interact, that is, give clues to other items.
10. Key words used in the beginning of the item should not be used in the answer choices or, if used, should be used in all four answer choices.
11. Words requiring emphasis should be capitalized: NOT, MOST, BEST.

12. Items should be free of errors, bias, stereotyping, or value judgments.
13. Incorrect responses (distractors) should represent errors commonly made by students for the type of problem presented (e.g., not regrouping, incorrect decimal placement, incorrect conversion of decimals to percents, incorrect operation, etc.).

Specifications for Constructed-Response and Open-Ended Items

1. The item must assess the targeted competency.
2. The item must clearly and unambiguously ask for the intended response; that is, students must understand precisely what they are being asked to do.
3. Items should be clear and concise, utilizing simple vocabulary and sentence structure.
4. Items should ask only one question. A separate question should be treated as a separate item.
5. Constructed-response items must be scorable using a 0, 1 or 0, 1, 2 scoring rubric. The intended response should consist of a few words up to two sentences.
6. Open-ended items must be scorable using a 0, 1, 2, 3 or more point-scoring rubric. The intended response may consist of a list or time line, several sentences, a paragraph, or a multi-step solution.
7. Items should be independent of each other but may be dependent on an appropriate stimulus, such as a chart or a graph.
8. Items should not interact, that is, give clues to other items, but they may be scaffolded, leading the student through a series of steps to a larger, concluding activity.
9. Words requiring emphasis should be capitalized: NOT, MOST, BEST.
10. Items should be free of errors, bias, stereotyping, or value judgments.
11. If students' work or problem solving is to be scored, they must be told to "show their work" with adequate space for them to do so.

Specifications for Scoring Rubrics

1. There should be a separate rubric for each item.
2. The rubric should identify the competency being assessed.
3. The rubric should identify the number of points possible for the item.
4. The rubric should provide examples of exemplary responses, including all foreseeable correct responses to the item.
5. The rubric should identify the performance criteria for each score point on the scale for that item.
6. Each score point should represent a level of performance clearly distinguishable from the other score points.
7. If utilizing a different, but appropriate, strategy to solve a problem is acceptable, the rubric must so indicate.
8. In a scaffolded task, if a student uses an incorrect calculation correctly in a subsequent step, the rubric must indicate that this is acceptable.

SCIENCE DOMAIN SPECIFICATIONS

Content Area: Science
Level: Exit Level

Framework Overview

The section of the New Mexico HSCE that assesses students' scientific knowledge and skills is based on those assumptions and outcomes in the Science Competency Framework. Those assumptions and outcomes address students' natural curiosity and exploration of our global environment, problem-solving skills, occupational opportunities, and responsible citizenry.

The New Mexico Competency Framework for Science is based on the premise that science is a way of knowing through which we come to understand our world. Additionally, science has an immediate and sustained impact on the quality of life. Because of the vast body of information within the realm of science, broad scientific concepts and topics are presented in the Competency Framework, therefore allowing individual districts the freedom to define the specific content areas.

STRAND 1: KNOWLEDGE

In attempting to define a K–12 framework that addressed each of the disciplines of science (life, earth, physical), themes or major ideas were used as organizers of content. This section can be considered the "content section" in which the specific content is contained within the statements of themes. In the assessment, as at the classroom level, many different specific pieces of content can be addressed that will relate to these major ideas or themes.

Competency 1: Energy

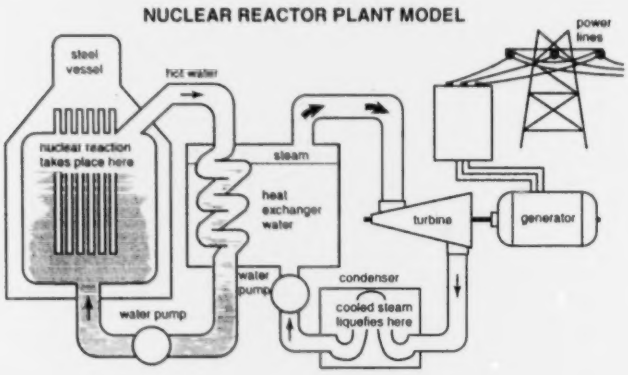
This major idea applies to potential sources, forms, conversions, living systems, applications, and their effects.

Eligible Test Content

1. Questions may ask about concepts that refer to potential energy sources, forms of energy, and the conversion of energy from one form to another, across life, earth, and physical science.
2. Questions may ask about energy as it applies to living organisms.
3. Questions may ask about the various applications of energy and what effects these applications have on both living and nonliving systems.
4. Questions may depend on text or graphic prompts or students' knowledge or both.
5. Experiments, data, graphic displays, and questions will be appropriate for Grade 10 students.

Sample multiple-choice item:

Use this diagram to answer questions 1 through 3.



1 The cooling of the steam sets the turbine in motion. What energy change takes place in the turbine?

A nuclear to heat
***B** heat to mechanical
C electrical to nuclear
D electrical to mechanical

Sample constructed-response item:

2 List the places in the diagram where the water is NOT radioactive.

Rubric:

2 points possible

Exemplary response:
- heat exchanger
- turbine
- condenser

- 2 points = all 3 places
- 1 point = any 2 places
- 0 points = 1 place or incorrect places

Sample open-ended item:

3 On the lines below, write a paragraph describing both one advantage and one disadvantage of using nuclear energy to generate electrical power.

Rubric:

Exemplary response:
Advantages:
- unlimited power source
- lessens dependency on fossil fuels

Disadvantages:
- requires enormous amounts of water for cooling
- requires long-term storage of dangerous/radioactive wastes
- a serious accident could have catastrophic consequences

3 points possible

- 3 points = developed, thoughtful response containing one advantage and one disadvantage
- 2 points = brief response containing one advantage and one disadvantage (e.g., a list)
- 1 point = response that develops either an advantage or a disadvantage
- 0 points = brief response that contains either an advantage or a disadvantage or an incorrect response

Competency 2: Balance and Change

This major theme deals with changes that occur through time in natural entities and systems, and includes different kinds of change.

Eligible Test Content

1. Questions may ask about the idea of equilibrium, balance in nature in various situations, and the idea that within nature there is constant change.
2. Questions may ask about the relationship of these two ideas as not existing in isolation, but complementing each other and existing along side each other.
3. Questions may ask about these ideas within each science disciple and in nature in general.
4. Questions may depend on text or graphic prompts or students' knowledge or both.
5. Experiments, data, graphic displays, and questions will be appropriate for Grade 10 students.

Sample multiple-choice item:

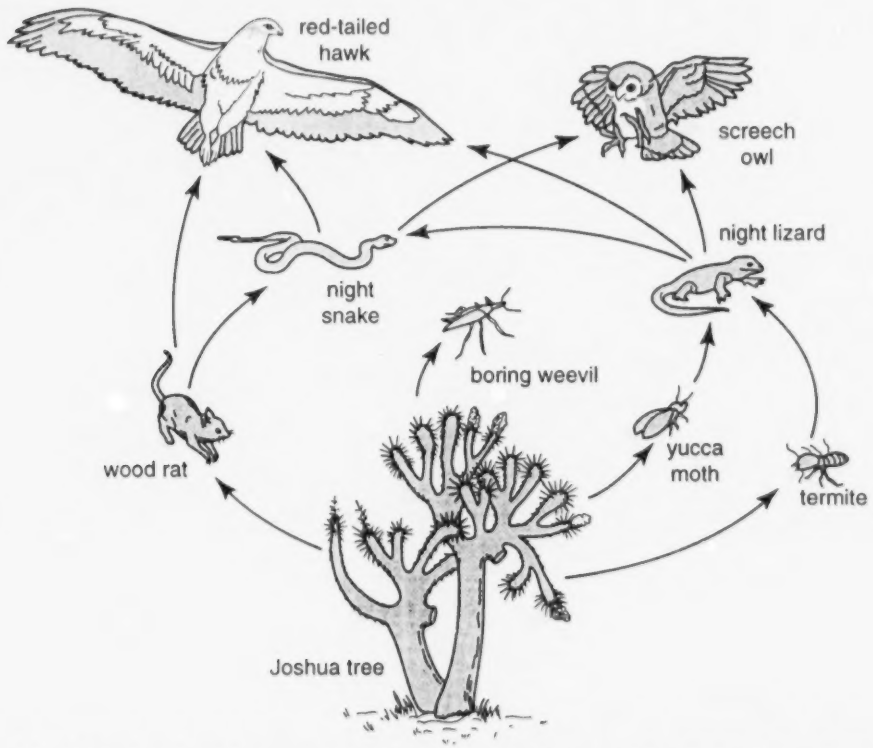
Long moss grows best on the dead branches of host trees. The plant relies upon the tree for food but does not harm it. Hairs on the leaves and stems of long moss absorb the moisture it needs from the air.

1 Which of the following BEST describes the relationship between long moss and the host tree?

A predation: one species benefits by killing and consuming the other
B parasitism: one species benefits from another, and the other is harmed
C mutualism: two species benefit from close contact with each other
***D** commensalism: one species benefits from another, and the other is neither hurt nor benefited

Sample constructed-response item:

The diagram shows several organisms that live in the desert. Study the diagram. Then do Numbers 1 and 2.



1 List 3 kinds of evidence that biologists might have used to help determine that the night lizard is eaten by the screech owl.

Rubric:

Exemplary response:

- observe owl catching or eating night lizard
- ask if others have observed owl feeding on night lizard
- dissect owl, check digestive tract, and find lizard remains
- dissect owl pellets and find lizard remains
- find lizard remains near owl nests
- research existing literature or scientific studies
- any other reasonable kind of evidence

2 points possible

- 2 points = 3 kinds of evidence
- 1 point = 2 kinds of evidence
- 0 points = 1 kind of evidence or incorrect response

Sample open-ended item:

2 Discuss how the organisms in this food web are supported by the nonliving parts of the desert environment. In your response, include 10 examples of this kind of support. Be specific in the ways in which air, water, sunlight, sand, soil, and rocks support the organisms in the food web.

Rubric:

Exemplary response:

- sunlight provides warmth for all of the organisms
- sunlight provides energy for photosynthesis in the Joshua tree
- water is used by the animals for drinking
- water is used in photosynthesis
- soil gives nutrients to the Joshua tree
- sand, soil, and rocks provide habitats for hiding, nesting, and shelter
- air provides carbon dioxide for photosynthesis
- air provides oxygen for cellular respiration in plants and animals
- winds disperse seeds
- winds help to pollinate the Joshua tree

4 points possible

- 4 points = 8 to 10 examples
- 3 points = 5 to 7 examples
- 2 points = 3 or 4 examples
- 1 point = fewer than 3 examples or incorrect examples

Competency 3: Scale and Structure

This theme deals with the idea that all things in nature are composed of some type of structure. The idea of scale suggests that as one views a certain structure, its makeup and properties are defined by how it is viewed in relation to things around it.

Eligible Test Content

1. Questions may ask about how parts within a structure interrelate and are organized within each science discipline.
2. Questions may ask about how at different scales different properties are revealed within each science discipline.
3. Questions may depend on text or graphic prompts or students' knowledge or both.
4. Experiments, data, graphic displays, and questions will be appropriate for Grade 10 students.

Sample multiple-choice item:

Some earthquake waves travel faster through tightly packed matter than through loosely packed matter. Using this principle, a scientist discovered the depth of the Earth's crust in relation to its mantle. He noticed that P-type earthquake waves originating in the earth's crust speeded up at a specific depth.

1 According to this information, which of the following is true?

*A The mantle is denser than the crust.
B Earthquakes can only affect the Earth's crust.
C The composition of the crust and the mantle is identical.
D The mantle is separated from the crust by a layer of air.

See Competency 2 for sample constructed-response and open-ended items.

Competency 4: Systems and Interactions

This theme deals with the concept of systems in nature.

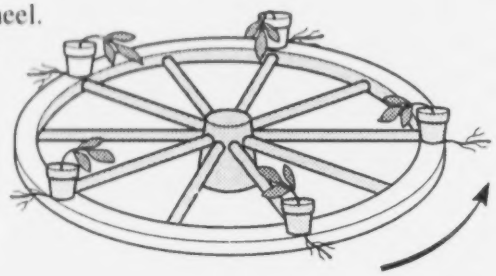
Eligible Test Content

1. Questions may ask about the identification of system boundaries, the interactions of subsystems within a system, and the roles of specific players within the system across all science disciplines.
2. Questions may ask about the interplay between different systems (however they are defined).
3. Questions may depend on text or graphic prompts or students' knowledge or both.
4. Experiments, data, graphic displays, and questions will be appropriate for Grade 10 students.

Sample multiple-choice item:

1 These plants were grown on a turning wheel. Which of the normal influences on plant growth did the centripetal force affect?

*A gravity
B moisture
C temperature
D illumination



See Competency 2 for sample constructed-response and open-ended items.

STRAND 2: SKILLS

The skills listed in this section deal with what students in a K–12 science program should be able to do as they progress through the program. Some of the skills listed are not "science specific" but instead may be skills that might transfer into other areas of learning.

Many of the skills discussed in this section may lend themselves better to live assessments in the classroom as the students are conducting investigations or doing other studies. All may not be capable of being assessed in a standardized, paper-and-pencil test of the nature of the NMHSCE.

Competency 5: Critical Thinking/Decision Making

Within the category of critical thinking, students will demonstrate skills in the areas of analysis, synthesis, and evaluation. These skills applied to decision making will allow students to specify goals, generate and evaluate alternatives, consider risks, and make selections.

Eligible Test Content

1. Analysis questions will ask students to classify, examine cause and effect, make comparisons, and recognize illogical statements.
2. Synthesis questions will ask students to formulate ideas and approaches to problems, apply an idea to a new area, and recognize relationship between data and ideas.
3. Evaluation questions will ask students to generate and apply evaluation criteria and justify choices.
4. Questions may depend on text or graphic prompts or students' knowledge or both.
5. Experiments, data, graphic displays, and questions will be appropriate for Grade 10 students.

Sample multiple-choice item:

White-crowned sparrows that were separated from other white-crowned sparrows before they were ten days old never sang the song of the adult. White-crowned sparrows separated after 50 to 100 days sang the typical song when they became adults.

1 If sparrows separated at birth learned the sparrow song from a phonograph record of an adult sparrow singing, it would show that

*A sparrows can imitate sounds
B sparrows can make up their own songs
C baby sparrows can fly after watching TV
D head movements are important in sparrow songs

See Competency 2 for sample constructed-response and open-ended items.

Competency 6: Research and Study Skills

This area relates to the ability to search for and evaluate research material for a specific purpose and to the importance of study and research in the formulation of ideas.

Eligible Test Content

1. Questions may ask about research materials and processes.
2. Questions may depend on text or graphic prompts or students' knowledge or both.
3. Experiments, data, graphic displays, and questions will be appropriate for Grade 10 students.

Sample multiple-choice item:

1 Which of the following statements reflects a basic principle of scientific inquiry?

A Physics can explain most phenomena.
B If a scientist says so, it must be true.
C Once the truth is found, we can stop looking.
***D** The explanation is consistent with what is presently known.

Samples of constructed-response and open-ended items are not available for this competency.

Competency 7: Communication Skills

The ability to communicate ideas and knowledge from one person to another is the goal of this area. Communication can occur through oral and written language and through the language of mathematics. Of primary importance is that the loss of meaning does not occur.

This competency is not directly assessed in the NMHSCE, although students are asked to write in response to constructed-response and open-ended questions.

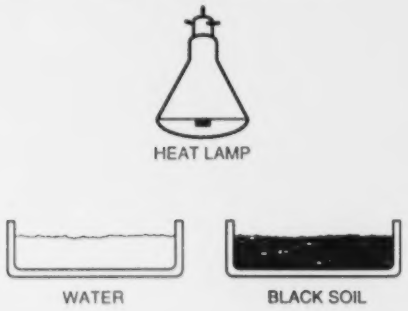
Competency 8: Science Process Skills

This set of skills includes those that allow students to effectively conduct scientific investigations.

Eligible Test Content

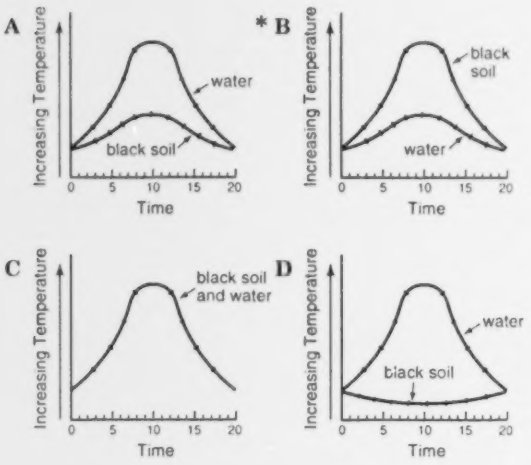
1. Questions will ask students to observe, classify, infer, predict, measure, communicate, interpret data, and formulate hypotheses.
2. Questions will not ask students to experiment and model because of test limitations.
3. Questions may depend on text or graphic prompts or students' knowledge or both.
4. Experiments, data, graphic displays, and questions will be appropriate for Grade 10 students.

Sample multiple-choice item:



The picture shows a heat lamp shining on the two pans. Both the water and the black soil were at the same temperature before the heat lamp was turned on. During the experiment the temperatures of the water and the black soil were recorded every two minutes for a period of 20 minutes. During the 20 minutes, the heat lamp was turned on for the first 10 minutes and turned off for the last 10 minutes.

1 Which one of the following graphs BEST shows the temperature of the black soil and water during the experiment?



Samples of constructed-response and open-ended items are not available for this competency.

Competency 9: Creative Problem Solving

Imaginative approaches to solving problems should be encouraged. Students should demonstrate the ability to take risks, develop new ideas, and be flexible while using the critical-thinking skills described earlier.

This competency is not assessed in the NMHSCE.

Competency 10: Safe Laboratory Practices

Skills to be addressed within this area include things that will allow a student to function safely in a science lab.

Eligible Test Content

1. Questions may ask about chemical properties, fire prevention techniques, safe chemical-handling techniques, proper lab behavior, and what to do in case of an emergency.
2. Questions may ask about lab equipment and their proper use and function.
3. Questions may depend on text or graphic prompts or students' knowledge or both.
4. Experiments, data, graphic displays, and questions will be appropriate for Grade 10 students.

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Sample multiple-choice item:

1 Which of the following is used to measure temperature?

A a ruler
B a beaker
C a balance
***D** a thermometer

The performance aspect of this competency is best assessed by direct observation of students as they work in a science laboratory.

Competency 11: Real-World Problems and Situations

Students will know how to use science knowledge and skills gained and apply them to problems that exist in the real world. This area will deal with problems or situations in which multiple solutions or answers may exist. Knowledge and skills from many areas of the science framework will be used to address these problems.

Eligible Test Content

1. Questions will ask about real-world problems familiar to Grade 10 New Mexico students, such as problems that have been addressed in science classes.
2. Questions may depend on text or graphic prompts or students' knowledge or both.
3. Experiments, data, graphic displays, and questions will be appropriate for Grade 10 students.

Sample multiple-choice item:

1 Current scientific theories may someday be replaced by better scientific theories because current scientific theories

A are unsupported by evidence
B are the work of incompetent scientists
***C** may not be able to explain all observations and findings
D may be too difficult for the general public to understand

Sample constructed-response item:

The county has decided to hire a company to clean up an area of sand dunes and plant them with erosion-control plants. The county wants the job completed within three months of the starting date. Before your company tries to get the contract to do the work, it must first decide whether or not it can accomplish the work within the county's budget and time frame. It is your task to help make this decision for your company.

Which two of the following considerations are MOST important to know before you can begin making this decision?

___ how many years the county has maintained the dunes
___ what the average temperature is on the worksite
___ how much money the county is going to pay for the job
___ what types of plants most people would prefer to see
___ which other companies are being considered for the job
___ how large an area needs to be cleaned up

Rubric: **2 points possible**

Exemplary response:
- how much money the county is going to pay for the job
- how large an area needs to be cleaned up

- 2 points = both responses
- 1 point = either response
- 0 points = incorrect response

Sample open-ended item:

The city council of a midsized New Mexico community is dealing with the problem of increasing population and a limited water supply. The city council is considering the following ideas to limit water consumption:

A a rotating water schedule
B price increases for water
C mandatory water-conserving toilets and shower fixtures

Choose one of these potential solutions and write a paragraph explaining why you think it is the best solution. Include one positive and one negative consequence of your choice.

Rubric: **3 points possible**

Choice A:

Advantages	Disadvantages
• increased awareness	• enforcement
• more efficient use of water	• brown, ugly yards

Choice B:

Advantages	Disadvantages
• decreased usage	• people on fixed incomes penalized
• increased awareness	• poor hit hardest
• increased revenues	

Choice C:

Advantages	Disadvantages
• decreased usage	• cost of conversion
• increased awareness	• enforcement

- 3 points = developed, thoughtful response with one advantage and one disadvantage
- 2 points = brief response (e.g., list) with one advantage and one disadvantage
- 1 point = developed response with one advantage but no disadvantage
- 0 points = other

STRAND 3: CITIZENSHIP

This area deals primarily with students' abilities to think about issues related to technology and our environment, so that as members of a society they can make informed decisions on issues that they may face.

Competency 12: Benefits and Hazards of Technology

This area deals with the facts regarding the pros and cons of various technologies. Topics in this area should address the idea that in any technology there are benefits and potential side effects or unanticipated hazards.

This competency is not assessed in the NMHSCE.

Competency 13: Science/Technology Effects on Society

Students should be aware that science and technology have a tremendous impact on societies and the values of their people. Specific biases should be avoided on questions regarding value judgments.

This competency is not assessed in the NMHSCE.

Competency 14: Environment as a Complex System

Students should understand the environment as a very complex and fragile system of which the impact of humanity's various enterprises is not completely known.

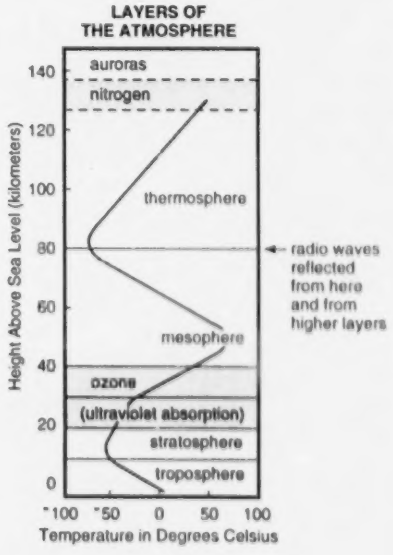
Eligible Test Content

1. Questions should ask about the issue of human impact on the environment.
2. Questions may depend on text or graphic prompts or students' knowledge or both.
3. Experiments, data, graphic displays, and questions will be appropriate for Grade 10 students.

Sample multiple-choice item:

1 One reason the ozone layer is important to the continuation of life on Earth is because it

A causes auroras
B reflects radio waves
*C filters out high-frequency radiation
D reduces the amount of molecular nitrogen



Sample constructed-response item:

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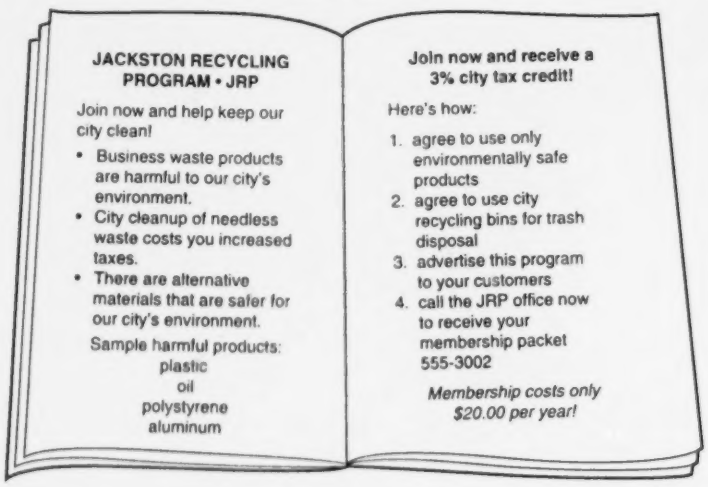

JACKSTON RECYCLING PROGRAM • JRP

Join now and help keep our city clean!

- Business waste products are harmful to our city's environment.
- City cleanup of needless waste costs you increased taxes.
- There are alternative materials that are safer for our city's environment.

Sample harmful products:
plastic
oil
polystyrene
aluminum

Join now and receive a 3% city tax credit!

Here's how:

1. agree to use only environmentally safe products
2. agree to use city recycling bins for trash disposal
3. advertise this program to your customers
4. call the JRP office now to receive your membership packet 555-3002

Membership costs only $20.00 per year!

What information in the pamphlet might help convince an owner of a fast-food restaurant in Jackston that using recyclable materials could save money for the business?

Rubric:

Exemplary response:
- city cleanup of waste costs increased taxes
- city is giving a 3% tax credit to join program

2 points possible

- 2 points = both responses
- 1 point = either response
- 0 points = incorrect response

Sample open-ended item:

See the sample provided for Competency 11.

Specifications for Multiple-Choice Items

1. The item will assess the targeted competency.
2. The item will begin with either a question or an open-ended statement.
3. There will be four response options, with only one correct or clearly best response.
4. The correct response should be clearly correct to students who possess the knowledge or skill being assessed.
5. The three incorrect responses (distractors) should be attractive to students who do not possess the knowledge or skill being assessed, but not attractive to students who do.

6. Response options should be parallel in structure; all should be about the same length, or two should be long and two should be short.
7. Response options should be mutually exclusive.
8. Items should be independent of each other but may be dependent on an appropriate stimulus, such as a map or a graph.
9. Items should not interact, that is, give clues to other items.
10. Key words used in the beginning of the item should not be used in the answer choices or, if used, should be used in all four answer choices.
11. Words requiring emphasis should be capitalized: NOT, MOST, BEST.
12. Items should be free of errors, bias, stereotyping, or value judgments.

Specifications for Constructed-Response and Open-Ended Items

1. The item must assess the targeted competency.
2. The item must clearly and unambiguously ask for the intended response; that is, students must understand precisely what they are being asked to do.
3. Items should be clear and concise, utilizing simple vocabulary and sentence structure.
4. Items should ask only one question. A separate question should be treated as a separate item.
5. Constructed-response items must be scorable using a 0, 1 or 0, 1, 2 scoring rubric. The intended response should consist of a few words up to two sentences.
6. Open-ended items must be scorable using a 0, 1, 2, 3 or more point-scoring rubric. The intended response may consist of a list or time line, several sentences, or a paragraph.
7. Items should be independent of each other but may be dependent on an appropriate stimulus, such as a chart or a graph.
8. Items should not interact, that is, give clues to other items, but they may be scaffolded, leading the student through a series of steps to a larger, concluding activity.
9. Words requiring emphasis should be capitalized: NOT, MOST, BEST.
10. Items should be free of errors, bias, stereotyping, or value judgments.

Specifications for Scoring Rubrics

1. There should be a separate rubric for each item.
2. The rubric should identify the competency being assessed.
3. The rubric should identify the number of points possible for the item.
4. The rubric should provide examples of exemplary responses, including all foreseeable correct responses to the item.
5. The rubric should identify the performance criteria for each score point on the scale for that item.
6. Each score point should represent a level of performance clearly distinguishable from the other score points.

SOCIAL STUDIES DOMAIN SPECIFICATIONS

Content Area: Social Studies
Level: Exit Level

Framework Overview

The New Mexico Competency Framework for Social Studies recognizes that the history of community, state, nation, and world must reflect the experiences of men and women and of different racial, religious, and ethnic groups. The experiences of all these groups are to be integrated at each level of instruction of social studies education. The framework embodies these understandings:

- the national identity, the national heritage, and the national creed are pluralistic;
- our national history is the complex story of many peoples and one nation, *e pluribus unum*;
- we are engaged in an unfinished struggle to realize the ideas of the Declaration of Independence and the Constitution.

The framework competencies contained within each of the three strands were not developed apart from nor independent of the others. All interact within the curriculum. Study and Research Skills and Thinking and Decision-Making Skills, for example, are developed through challenging studies in history, geography, the humanities, and other social sciences. Democratic understandings and civic values are enriched through an understanding of the history of the nation's institutions and ideals. Civic participation requires political knowledge and incurs ethical choice.

For assessment purposes, however, it is necessary to treat these competencies as if they were discrete and independent categories, which is the purpose of the section called "Eligible Test Content" at the end of each competency description.

STRAND 1: KNOWLEDGE AND CULTURAL UNDERSTANDING

Strand 1 incorporates learning from history, the humanities, geography, and social studies.

Competency 1: Cultural Understanding

Students will understand the rich, complex nature of a given culture: its history, geography, politics, literature, language, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, societal structure, and economy; recognize the relationships among the various parts of a nation's cultural life; acknowledge the values and beliefs of the people; and recognize that literature and art reflect the inner life of a people.

Eligible Test Content

1. Because many aspects of this competency are also covered by other competencies (e.g., history, economy, geography, societal structure), the test focus will be on those cultural aspects not so covered (e.g., literature, art, drama, music, philosophy, legends, etc.).
2. Cultural aspects should be confined to the events and time periods listed in Appendix D on Page 71.
3. Questions must not make or imply value judgments nor require students to make value judgments.
4. Questions must not focus on highly specific or trivial cultural aspects that all students may not have been exposed to in their social studies classes. Rather, questions should focus on broad, widely taught concepts and understandings.
5. Questions may be based on text or graphic prompts or entirely on students' knowledge or both.

Sample multiple-choice item:

1 Which of these civilizations is MOST associated with philosophy, mythology, and early forms of democracy?

A Roman Empire
B Ancient Egypt
***C** Ancient Greece
D Byzantine Empire

NOTE: This item is based entirely on students' knowledge.

Sample constructed-response item and rubric:

According to the article "Rights of Colonial Women Under English Law," list two legal rights of women during colonial times.

NOTE: This item is based entirely on a provided text.

Rubric:

Exemplary response:
- own property
- inherit property
- control property
- sue/be sued

2 points possible

- 2 points = any two responses
- 1 point = any one response
- 0 points = incorrect response

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Sample open-ended item and rubric:

> Using information from the article and your knowledge of colonial times, explain why the decision to marry may have been a difficult one for a colonial woman.

NOTE: This item is based on both text and knowledge.

Rubric:

Exemplary response:

- Once married, a woman lost many rights.
- Any wages earned belonged to her husband.
- Children were in his custody.
- All property, including any she owned before the marriage, became his.
- Unmarried women were pitied, considered "failures."
- There were few job opportunities for women.
- Having children out of wedlock was scandalous; a woman might be disowned by her family.

3 points possible

- 3 points = a developed, coherent response containing at least two reasons why marriage was advantageous and two why it was disadvantageous
- 2 points = a coherent response containing only one reason for one or both sides of the issue; OR containing two or more reasons for only one side of the issue
- 1 point = a brief response containing one reason for one side of the issue
- 0 points = incorrect response

Competency 2: Multicultural Perspective

Students will develop a multicultural perspective that respects the dignity and worth of all people.

This competency is not assessed in the NMHSCE.

Competency 3: Historical Connections

Students will demonstrate their knowledge of historical connections across the past, present, and future. They will understand the meaning of time and chronology; analyze cause and effect; understand the reasons for continuity and change; and understand the importance of religion, philosophy, and other major belief systems in history.

Eligible Test Content

1. Questions will sample historical periods, events, people, and accomplishments of importance to world history.
2. Historical events, people, and accomplishments will be confined within the outline of time periods and events listed in Appendix D on Page 71.
3. Questions will ask about the order of events (or time periods), accomplishments of historically important people, the importance of historical events, and the development of important historical concepts shown in Appendix E on Page 72.

4. Questions may be based on text or graphic prompts or entirely on students' knowledge or both.

Sample multiple-choice item:

1 Which of the following occurred FIRST?

A Korean War
***B** Medieval Period
C European Renaissance
D Industrial Revolution

Sample constructed-response item:

Which of the following do you think was MOST important in helping to unite the Roman Empire? Circle one.

roads language laws religion

On the lines below, explain your choice.

Rubric:

Exemplary response:

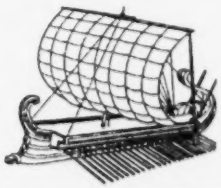
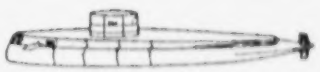
- Roads, because they made trade, transportation, and communication possible throughout the empire.
- Language, because it made communication possible throughout the empire, which facilitated government and trade.
- Laws, because they made it possible to enforce a common code of conduct throughout the empire.
- Religion, because the Romans were tolerant of local religious beliefs as long as people paid ultimate homage to the emperor; by acknowledging local beliefs, the likelihood of religious war was lessened.

2 points possible

- 2 points = any response and a developed, thoughtful explanation
- 1 point = any response with a brief but accurate explanation
- 0 points = word circled with no explanation or with inaccurate explanation

Sample open-ended item:

Complete the time line below by writing on the appropriate line the type of seagoing vessel that was developed at that time.

Egyptian reed boat	**SEAGOING VESSELS**	Italian two-masted carrack
Viking long ship	American passenger ship	American steamboat
British East Indiaman	Roman warship 	American nuclear-powered submarine 

1. about 3500 B.C. ship: _____
2. about 50 B.C. ship: _____
3. about A.D. 1000 ship: _____
4. about A.D. 1400 ship: _____
5. late 1700s ship: _____
6. early 1800s ship: _____
7. mid 1900s ship: _____
8. late 1990s ship: _____

Rubric:

Exemplary response:

- 1. about 3500 B.C. Egyptian reed boat
- 2. about 50 B.C. Roman warship
- 3. about A.D. 1000 Viking long ship
- 4. about A.D. 1400 Italian two-masted carrack
- 5. Late 1700s British East Indiaman
- 6. Early 1800s American steamboat
- 7. Mid-1900s American passenger ship
- 8. Late 1900s American nuclear-powered submarine

4 points possible

- 4 points = seven or eight in correct sequence
- 3 points = six in correct sequence
- 2 points = four or five in correct sequence
- 1 point = three in correct sequence
- 0 points = fewer than three in correct sequence

Competency 4: Geographic Understanding

Students will demonstrate knowledge of and recognize the influence of geography (physical, economic, political, and cultural) in the development of societies through five interrelated geographic themes: location; place; regions; human movement; and human interaction with the environment.

Eligible Test Content

1. Questions will ask about the locations of physical features of the Earth and the influence of topography and climate on land use.
2. Physical features of the Earth will be limited to the following:

Mountains	Rivers	Deserts	Lakes, Oceans, Seas
Alps	Amazon	Sahara	Arctic Ocean
Andes	Danube	Mojave	Atlantic Ocean
Himalayas	Nile	Gobi	Baltic Sea
Rocky Mts.	Mississippi		Bering Sea
Ural Mts.			Black Sea
			Caribbean Sea
			Great Lakes
			Great Salt Lake
			Gulf of Mexico
			Hudson Bay
			Indian Ocean
			Mediterranean Sea
			Pacific Ocean

3. Questions about land use will involve a variety of distribution maps (e.g., production, resources, rainfall, and population).
4. Questions may be based on text or graphic prompts or entirely on students' knowledge or both.

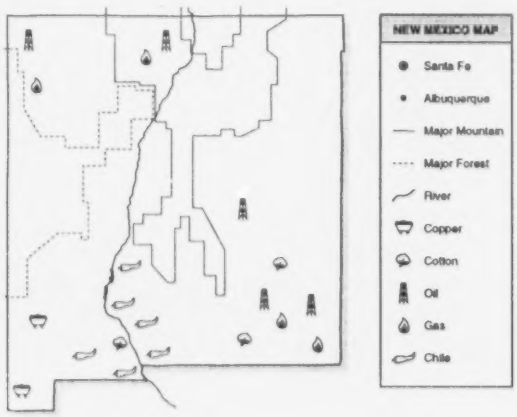
Sample multiple-choice item:

1 Which number on the map is closest to the Himalaya Mountains?

***A** 1
B 2
C 3
D 4

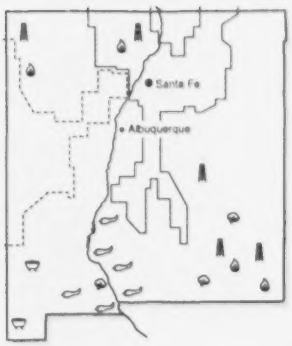
Sample constructed-response item:

Show where Albuquerque and Santa Fe are located on this map of New Mexico.



Rubric: **2 points possible**

Exemplary response:



- Both cities correctly located. • 2 points
- One city correctly located. • 1 point
- Neither city correctly located. • 0 points

Sample open-ended item:

On the lines below, name all the land masses that are continents.

Rubric: **4 points possible**

Exemplary response:
- North America
- South America
- Europe
- Asia
- Antarctica
- Australia
- Africa

- 4 points = all seven continents
- 3 points = any six continents
- 2 points = any five continents
- 1 point = any four continents
- 0 points = fewer than four

Competency 5: Socio-political Understanding

Students will demonstrate knowledge and understanding of the United States political system, the relationships between the society and its laws and institutions, and of individual rights and responsibilities within that system. Students will understand the close relationship between social and political systems, between society and the law, and they will understand comparative political systems.

Eligible Test Content

1. Questions will ask about U.S. historical documents, the basic rights guaranteed by the Constitution, the three branches of government, and the meaning of "Federalism."

2. U.S. historical documents will be limited to the U.S. Constitution and Amendments, including the Bill of Rights; the Declaration of Independence; the Articles of Confederation; the Emancipation Proclamation; the Civil Rights Act of 1964; the Treaty of Guadalupe Hidalgo; and the Monroe Doctrine.
3. Questions may be based on text or graphic prompts or entirely on students' knowledge or both.

Sample multiple-choice item:

What document FIRST organized the government of the United States following the Revolutionary War?

1 **A** Bill of Rights
B Emancipation Proclamation
***C** Articles of Confederation
D Declaration of Independence

Sample constructed-response item:

What are the three branches of the U.S. government?

Rubric:

Exemplary response:
- executive
- legislative
- judicial

2 points possible
- 2 points = all three branches
- 1 point = any two branches
- 0 points = fewer than two or incorrect response

Sample open-ended item:

On the lines below, name the three branches of the U.S. government and explain what institution or institutions are found within each branch.

Rubric:

Exemplary response:
- Executive Branch: President and cabinet
- Legislative Branch: Congress (Senate, House of Representatives)
- Judicial: Supreme Court

4 points possible
- 4 points = all three branches and their institutions correctly identified
- 3 points = all three branches and two institutions correctly identified OR three institutions and any two branches correctly identified
- 2 points = any two branches and their institutions correctly identified OR any two institutions and one branch correctly identified
- 1 point = all three branches but no institutions correctly identified OR three institutions but no branches correctly identified
- 0 points = other

Competency 6: United States and New Mexico History

Students will demonstrate knowledge of U.S. and New Mexico history and the ability to analyze that history relative to economic, political, and cultural development.

Students will understand the meaning of time and chronology; analyze cause and effect; understand the reasons for continuity and change; and understand the importance of religion, philosophy, and other major belief systems in history.

Eligible Test Content

1. U.S. History questions will ask about historical events, people, and accomplishments of importance to the United States that are familiar to 10th-grade students, as shown in Appendix F on Page 74.
2. U.S. History questions will ask about the concepts of democracy, revolution, manifest destiny, colonization, unionism, technology, immigration, abolition, the frontier, states' rights, civil rights, slavery, religious pluralism, reform, and world power.
3. U.S. History questions will ask about the order of events, accomplishments of historically important people, the importance of historical events, and the development and importance of historical concepts as listed in 2, above.
4. N.M. History questions will ask about historical events, people, and accomplishments of importance to New Mexico history and about the impact of that history on the cultural, economic, political, and social development of the state. (See Appendix G on Page 76.)
5. N. M. History questions will ask about the order and time of events, accomplishments of historically important people, and importance and effect of historical events on the area, prior to and since statehood.
6. Questions may be based on text or graphic prompts or entirely on students' knowledge or both.

Sample multiple-choice item:

1 What effect did the Treaty of Guadalupe Hidalgo have on New Mexico?

A New Mexico became the 47th state.
B New Mexico was reconquered by DeVargas.
***C** New Mexico became a part of the United States.
D New Mexico was separated from the Texas Territory.

Sample constructed-response item:

Name two pieces of evidence discovered by scientists that verify that Clovis Man and Folsom Man lived in New Mexico about 10,000 years ago?

Rubric:

Exemplary response:
- spear points
- tools
- bones of hunted animals

2 points possible

- 2 points = any two responses
- 1 point = any one response
- 0 points = incorrect response

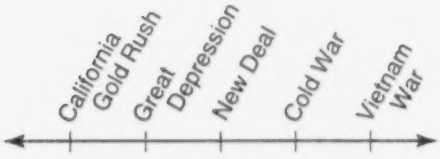
Sample open-ended item:

Put the following five events in order on a time line:

Cold War
New Deal
Great Depression
Vietnam War
California Gold Rush

Rubric:

Exemplary response:



3 points possible

- 3 points = five events in correct sequence
- 2 points = four events in correct sequence
- 1 point = three events in correct sequence
- 0 points = fewer than three events in correct sequence

Competency 7: Economic Literacy

Students will demonstrate knowledge of the United States economic system, the individual's role in that system, and the interaction of that system with other economic systems. Students will understand the basic economic problems confronting all societies; comparative economic systems; the basic economic goals, performance, and problems of U.S. society; and the international economic system.

Eligible Test Content

1. Questions will ask about private enterprise, the effects of resources on economic growth, the effects of supply and demand on prices, and the government's role in economic control (e.g., supply of currency, taxes).
2. Questions will ask about the concepts and terms listed in Appendix H on Page 78.
3. Questions may be based on text or graphic prompts or entirely on students' knowledge or both.

Sample multiple-choice item:

1 In a private enterprise economic system, the price of goods or service is determined by the

A cost of providing the goods or service
***B** supply and demand for the goods or service
C economic plans of the federal government to control the goods or service
D amount of profits for the goods or service allowed by the federal government

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Sample constructed-response item:

On the lines below, identify three factors of production.

Rubric:

Exemplary response:
- human resources
- natural resources
- capital resources

2 points possible

- 2 points = all three factors
- 1 point = any two factors
- 0 points = one factor or incorrect factors

Sample open-ended item:

On the lines below, identify the five basic principles of a free enterprise system.

Rubric:

Exemplary response:
- economic freedom/free choice
- profit motive/self-interest
- competitive market/free competition
- private property/resources owned by companies or individuals
- limited government interference or controls

4 points possible

- 4 points = all five principles
- 3 points = any four principles
- 2 points = any three principles
- 1 point = any two principles
- 0 points = one or incorrect principles

Competency 8: Worldwide Relationships

Students will develop knowledge of World History through the understanding of the worldwide relationships of all sorts between and among nations; these understandings emerge as a result of analyzing history relative to economic, political, social, and cultural development.

Eligible Test Content

1. Questions ask about content listed in Appendix E on Page 72 (see Competency 3, above).
2. To distinguish Competency 8 questions from those in Competency 3, questions should focus on relationships rather than on specific individuals or events.
3. Questions may be based on text or graphic prompts or entirely on students' knowledge or both.

Sample multiple-choice item:

1 Which of the following was an IMMEDIATE cause of World War I ?

A the rise of fascism in Italy
B the build-up of German military forces
C the desire of the Polish people for more land
***D** the assassination of Austria's Archduke Ferdinand

Sample constructed-response item:

What three nations supported the American colonies during their war with Great Britain?

Rubric: **2 points possible**

Exemplary response:
- France
- Spain
- Netherlands

- 2 points = all three nations
- 1 point = any two nations
- 0 points = only one nation or incorrect response

Sample open-ended item:

There were nine allied nations during World War II. Identify five of them.

Rubric: **4 points possible**

- Exemplary response:
- Australia
- Belgium
- Canada
- China
- France
- Great Britain (England)
- Poland
- Soviet Union (Russia)
- United States (America)

- 4 points = any five nations
- 3 points = any four nations
- 2 points = any three nations
- 1 point = any two nations
- 0 points = one or incorrect nations

STRAND 2: DEMOCRATIC UNDERSTANDING AND CIVIC VALUES

Strand 2 incorporates an understanding of our national identity, constitutional heritage, the civic values that strengthen the nation's constitutional order and promote cohesion across all groups in a pluralistic society.

Competency 9: Basic Principles of Democracy

Students will identify fundamental values and principles as expressed in basic documents of government and significant political speeches and writings. Students will explain the meaning and importance of the following fundamental principles of American constitutional democracy: popular sovereignty, constitutional government, rule of law, federalism, representative institutions, and individual rights.

Eligible Test Content

1. Questions will ask about fundamental values and principles as expressed in basic documents of government and significant political speeches and writings.
2. Questions will ask about the following fundamental principles of American constitutional democracy: popular sovereignty, constitutional government, rule of law, federalism, representative institutions, and individual rights.
3. Questions may be based on text or graphic prompts or entirely on students' knowledge or both.

Sample multiple-choice item:

1 Which of the following is NOT required of a male citizen in the United States democracy?

***A** vote in United States elections
B pay personal income tax to the United States
C register for United States military service
D be born or naturalized in the United States

Sample constructed-response item:

Name two requirements for voting in the United States.

Rubric: **2 points possible**

Exemplary response:
- 18 years of age
- citizenship
- being registered

- 2 points = any two requirements
- 1 point = any one requirement
- 0 points = incorrect response

Sample open-ended item:

On the lines below, explain the difference between a pure democracy and a representative democracy. Which kind does the United States have?

Rubric:

Exemplary response:

- Pure democracy: Every citizen participates directly in government and votes on all laws.
- Representative democracy: Citizens elect individuals who represent them in decision-making and law-making.
- U.S. has a representative democracy.

3 points possible

- 3 points = all three responses correct
- 2 points = any two responses correct
- 1 point = any one response correct

Competency 10: Citizenship in a Democracy

For American constitutional democracy to flourish and attain its ideals, citizens must not only be aware of their rights, they must also exercise them responsibly and fulfill those personal and civic responsibilities necessary in a self-governing, free, and just society.

Eligible Test Content

1. Questions will ask about important civic responsibilities in a democracy such as obeying the law, paying taxes, respecting the rights of others, being informed and attentive to public issues, and monitoring political leaders and governmental agencies.
2. Questions will ask about issues that require social action, such as taking appropriate action if political leaders and governmental agencies lack adherence to constitutional principles, deciding whether and how to vote, participating in civic groups, performing public service, and serving as a juror or in the armed forces.
3. Questions may be based on text or graphic prompts or entirely on students' knowledge or both.

Sample multiple-choice item:

1 The United States government ultimately derives its authority and validity from the

A actions of Congress
***B** consent of the governed
C leadership of the President
D rulings of the federal court system

Sample constructed-response item:

According to Thomas Jefferson, what did the populace need MOST if democracy was to succeed?

Rubric:	1 point possible
Exemplary response: • education	• 1 point = correct response • 0 points = incorrect response

Sample open-ended item:

On the lines below, write a paragraph explaining what can happen if citizens are indifferent to their rights and responsibilities under the Constitution and the Bill of Rights.

Rubric:	3 points possible
Exemplary response: • erosion of democratic protections • can lose democracy because it depends on involved citizenry	• 3 points = developed, thoughtful response that contains both ideas • 2 points = developed response that contains one idea • 1 point = brief, superficial response (e.g., "can lose it") • 0 points = incorrect response

Competency 11: Individual Responsibility

Citizens must examine the basic values and principles of the United States Constitution and the American political system and recognize that individuals must exercise individual rights responsibly in relation to these values. Students must understand the difference between personal and civic responsibilities and judge when it is necessary to subordinate personal rights, desires, or interests to the common good. Students must be able to evaluate the importance of commonly held personal responsibilities such as taking care of one's self, supporting one's family, accepting responsibility for the consequences of one's actions, considering the rights and interests of others, and behaving in a civil manner.

This competency is not directly assessed in the NMHSCE but many of these concepts are assessed under Competencies 9 and 10.

STRAND 3: SKILLS ATTAINMENT AND SOCIAL PARTICIPATION

Strand 3 incorporates basic study, thinking, decision-making and "life-skills" and participation skills that are essential for effective citizenship.

Competency 12: Social and Political Participation Skills

The well-being of a constitutional democracy depends on the informed and effective participation of citizens concerned with the preservations of individual rights and the promotion of the common good. Students should be able to describe the means by which Americans can monitor and influence politics and government by voting and casting an

informed ballot; becoming informed about public issues; discussing public issues; communicating with public officials; attending meetings of governing bodies to monitor action; organizing with others to bring about political change; and taking part in volunteer work to improve civic and political life.

This competency is not assessed in the NMHSCE.

Competency 13: Thinking and Decision-Making Skills

Intellectual skills in civics and government are inseparable from content. To be able to think critically about a political issue, one must have an understanding of the issue, its history, and its contemporary relevance as well as a set of intellectual tools or considerations useful in dealing with the issue.

Eligible Test Content

1. Questions will require students to demonstrate skill in observing, sequencing, classifying information, asking questions, comparing and contrasting, identifying facts and opinions, determining point of view recognizing persuasion and propaganda, determining credibility of a source, drawing conclusions, predicting outcomes, and using criteria to make decisions.
2. Questions may require students to utilize information from two or more sources of information, including prior knowledge or personal experience.
3. Questions may be based on text or graphic prompts or entirely on students' knowledge or both.

Sample multiple-choice item:

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America

"So, then . . . Would that be 'us the people' or 'we the people'?"

1 How does the cartoon show an example of creating a more perfect union?

A They are writing about individual needs.
***B** They are working together to solve a problem.
C They are establishing a constitutional monarchy.
D They are creating the document that declared American independence from England.

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Sample constructed-response item:

England began transporting convicts to a prison colony in Australia in 1784. How might the situation in North America in 1784 have influenced the settling of Australia?

Rubric:

Exemplary response:
- U.S. was now independent of England and might not accept England's convicts.
- England could not just "dump" its unwanted citizens on what was then a nation, not a colony.

2 points possible

- 2 points = developed response
- 1 point = brief response that shows understanding that U.S. was no longer an English colony
- 0 points = other response

Sample open-ended item:

Compare the treatment of the convicts described in "The Settling of Australia" with the treatment of the Aborigines as described in "The Fatal Shore."

Note: Item is based on two provided texts.

Rubric:

Exemplary response:
- Both suffered oppression at the hands of the dominant society.
- Both were persecuted because they were different.

3 points possible

- 3 points = developed, coherent response that contains both ideas
- 2 points = developed, coherent response that contains one idea OR a brief response that contains both ideas
- 1 point = brief response that contains one idea
- 0 points = other

Competency 14: Research and Study Skills

Students will acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials; student may utilize computers, data bases, microfilm, and other electronic media; students will understand the specialized language used in historical research and social science disciplines.

Eligible Test Content

1. Questions will ask about the use and appropriateness of standard research and reference materials.
2. Questions will ask about the difference between primary and secondary source materials and the meaning of specialized language or vocabulary.
3. Questions may be based on text or graphic prompts or entirely on students' knowledge or both.
4. Questions will not require the use of computers, databases, or other electronic media.

Sample multiple-choice item:

1 If you were asked to find the most recent Supreme Court decisions that have impacted the Civil Rights movement in the United States, which of the following sources would be the MOST helpful?

A Encyclopedia Britannica
B school library catalog
***C** Index to Periodical Literature
D United States history textbook

Sample constructed-response item:

On the lines below, explain the difference between a primary source and a secondary source.

Rubric:

Exemplary response:
- Primary source is the original source or document.
- Secondary source is something written about or based on the primary source.

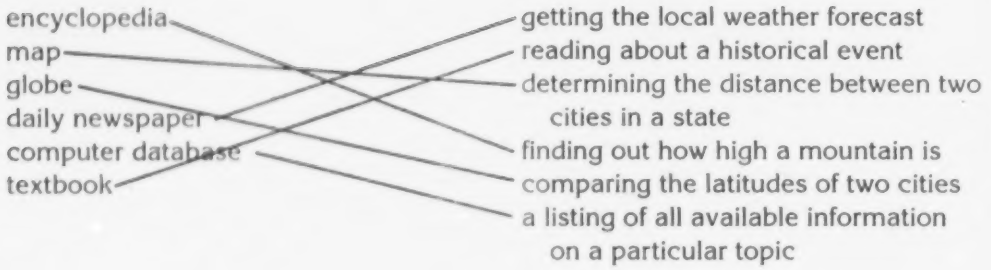
2 points possible

- 2 points = both defined correctly
- 1 point = one defined correctly
- 0 points = neither defined correctly

Sample open-ended item:

Draw a line matching each resource to the activity that is BEST for that resource.

Rubric: **4 points possible**


encyclopedia
map
globe
daily newspaper
computer database
textbook
getting the local weather forecast
reading about a historical event
determining the distance between two cities in a state
finding out how high a mountain is
comparing the latitudes of two cities
a listing of all available information on a particular topic

- 4 points = all six items correctly matched
- 3 points = five items correctly matched
- 2 points = four items correctly matched
- 1 point = three items correctly matched
- 0 points = fewer than three items correctly matched

Competency 15: Communication Skills

Students will organize and express ideas clearly in writing and in speaking.

This competency is partially assessed in the writing assessment; there is no speaking assessment in the NMHSCE. (See the Language Arts Domain Specifications for details.)

Competency 16: Graphic Skills

Students will read and interpret maps, globes, models, diagrams, graphs, charts, tables, pictures, time lines, and political cartoons.

Eligible Test Content

1. Questions will ask students to interpret maps, diagrams, graphs, charts, tables, pictures, time lines, and political cartoons.

Sample multiple-choice item:

Use the world map below to answer the question.

1 New Mexico (#4) is what direction from Brazil (#3) ?

* **A** northwest
B northeast
C southwest
D southeast

Sample constructed-response item:

See Competency 4 for sample constructed-response and open-ended items.

Specifications for Multiple-Choice Items

1. The item will assess the targeted competency.
2. The item will begin with either a question or an open-ended statement.
3. There will be four response options, with only one correct or clearly best response.
4. The correct response should be clearly correct to students who possess the knowledge or skill being assessed.
5. The three incorrect responses (distractors) should be attractive to students who do not possess the knowledge or skill being assessed, but not attractive to students who do.
6. Response options should be parallel in structure; all should be about the same length, or two should be long and two short.
7. Response options should be mutually exclusive.
8. Items should be independent of each other but may be dependent on an appropriate stimulus, such as a map or a graph.
9. Items should not interact, that is, give clues to other items.
10. Key words used in the beginning of the item should not be used in the answer choices or, if used, should be used in all four answer choices.
11. Words requiring emphasis should be capitalized: NOT, MOST, BEST.
12. Items should be free of errors, bias, stereotyping, or value judgments.

Specifications for Constructed-Response and Open-Ended Items

1. The item must assess the targeted competency.
2. The item must clearly and unambiguously ask for the intended response; that is, students must understand precisely what they are being asked to do.
3. Items should be clear and concise, utilizing simple vocabulary and sentence structure.
4. Items should ask only one question. A separate question should be treated as a separate item.
5. Constructed-response items must be scorable using a 0, 1 or 0, 1, 2 scoring rubric. The intended response should consist of a few words up to two sentences.
6. Open-ended items must be scorable using a 0,1, 2, 3 or more point-scoring rubric. The intended response may consist of a list or time line, several sentences, or a paragraph.
7. Items should be independent of each other but may be dependent on an appropriate stimulus, such as a map or a graph.
8. Items should not interact, that is, give clues to other items, but they may be scaffolded, leading the student through a series of steps to a larger, concluding activity.
9. Words requiring emphasis should be capitalized: NOT, MOST, BEST.
10. Items should be free of errors, bias, stereotyping, or value judgments.

Specifications for Scoring Rubrics

1. There should be a separate rubric for each item.
2. The rubric should identify the competency being assessed.
3. The rubric should identify the number of points possible for the item.
4. The rubric should provide examples of exemplary responses, including all foreseeable correct responses to the item.
5. The rubric should identify the performance criteria for each score point on the scale for that item.
6. Each score point should represent a level of performance clearly distinguisable from the other score points.

APPENDIX A

Student's
Writing Skills Checklist

High School Persuasive Composition

TO THE STUDENT: After you write your first draft, read it carefully. Then use this checklist to make changes and to improve your draft. Write a check mark (✔) on each line as you use this checklist.

_____ 1. Have you completed some pre-writing activity (brainstorming, outlining, webbing, etc.) to help generate and organize your thoughts?

_____ 2. Have you written a draft of the composition, and edited and reviewed the draft prior to writing your final composition?

_____ 3. Have you appropriately organized materials for the assigned topic?

_____ 4. Have you written about the assigned topic appropriately for the purpose and audience?

_____ 5. Have you written in a manner that is legible to the reader?

_____ 6. Have you spelled or abbreviated correctly?

_____ 7. Have you applied standard use of language mechanics (i.e., capitalization and punctuation)?

_____ 8. Have you used standard grammatical construction?

_____ 9. Have you written complete sentences of varied length using acceptable patterns of words and phrases?

_____ 10. Have you used the elements associated with paragraph construction including a topic sentence supported and developed by other sentences?

_____ 11. Is the whole composition understandable, and are the paragraphs in the appropriate order?

_____ 12. Have you written a clear ending for your composition?

_____ 13. Have you written a check mark (✔) on each line to show that you used this checklist to improve your final draft?

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APPENDIX B

Holistic Writing Assessment Scoring Rubric

Score	Performance Criteria
6	• Has an effective opening and a closing that ties the piece together • Relates to the topic and has a single focus; has a strong command of persuasive mode • Well developed, complete response that is organized and progresses logically; writer takes compositional risks resulting in highly effective, vivid responses • Very few, if any, errors in usage • Variety of sentences and/or rhetorical modes demonstrates syntactic and verbal sophistication; very few, if any errors in mechanics
5	• Has an opening and a closing • Relates to the topic and has a single focus; has a generally strong command of persuasive mode • Key ideas are developed with appropriate and varied details; some risks may be taken and are mostly successful; may be flawed, but has a sense of completeness and unity • Organized and progresses logically, but lapses in organization may occur • Few errors in usage • Syntactic and verbal sophistication through a variety of sentences and/or rhetorical modes • Few errors in mechanics
4	• Generally has an opening and a closing • Relates to the topic and has a single focus; has an adequate command of persuasive mode • Development may be uneven with elaborated ideas interspersed with bare, unelaborated details • Some responses are organized with little, if any, difficulty, moving from idea to idea; other responses may ramble somewhat with clusters of ideas that may be loosely connected, but an overall progression is apparent • Some errors in usage, no consistent pattern • May demonstrate a generally correct sense of syntax; avoids excessive monotony in syntax and/or rhetorical modes; may contain a few errors in sentence construction • May display some errors is mechanics but no consistent pattern
3	• May not have an opening and/or a closing • Relates to the topic and usually has a single focus; some responses may drift from the focus; has a partial command of persuasive mode • Some responses have elaborated details but are interrupted by organizational flaws/ lapses or by lack of transitions • May display a pattern of errors in usage • May demonstrate excessive monotony in syntax and/or rhetorical modes; may display errors in sentence construction • May display a pattern of errors in mechanics • NOTE: Errors may interfere with readability

APPENDIX B (continued)

Score	Performance Criteria
2	• May not have an opening and/or a closing • Some responses relate to the topic but drift or abruptly shift focus; responses have a limited command of persuasive mode • Details are a mixture of general and specific with little, if any, elaboration, producing a list-like highlight response • Attempt at organization; some attempt to control details but few, if any, transitions • May display numerous errors in usage • Excessive monotony in syntax and/or rhetorical modes; may contain numerous errors in sentence construction • May display numerous serious errors in mechanics • NOTE: Errors may interfere somewhat with comprehension
1	• May not have an opening and/or a closing • May state a subject or a list of subjects; may have an uncertain focus that must be inferred; has an inadequate command of persuasive mode • Details are general, may be random, inappropriate, or barely apparent • Some lengthier papers are disorganized and difficult to follow; may show no sense of planning • May have severe problems with usage, including tense formation, subject-verb agreement, word choice • May contain an assortment of grammatically incorrect sentences; may be incoherent or unintelligible • May display severe errors in mechanics • NOTE: Errors may interfere with comprehension

APPENDIX C

Analytic Writing Assessment Scoring Rubric

(Range of points possible: 1–3)

Sentence Formation

1 There are many problems with sentence structure. Sentences are simple, short, and repetitious. Run-ons and fragments are common.

2 There is basically good sentence structure with awkward or confusing constructions. There may be several run-ons or fragments.

3 All sentences are complete and varied in length and structure. The paper reads smoothly from sentence to sentence. There are few run-ons or fragments.

Word Usage

1 Vocabulary is limited; the essay evidences many errors in agreement, verb forms, pronouns, and possessives which interfere with communication.

2 Vocabulary is acceptable in scope and appropriateness. Some difficulties with agreement, verbs, pronouns, and possessives may be manifest.

3 Vocabulary is carefully and imaginatively used. There are few or no problems with subject-verb agreement, verb forms, pronouns, and possessives.

Mechanics

1 Capitalization is erratic and basic punctuation is omitted or used incorrectly. The errors in mechanics interfere with communication.

2 Use of punctuation and capitalization is adequate but contains certain errors. Several spelling mistakes may be present, or the same mistake may be repeated.

3 Punctuation and capitalization are consistently appropriate for grade level. There are few or no spelling errors in words appropriate to grade level.

Development

1 Few details are included in a very brief response. If present, details are vague and sketchy.

2 Details are clear and specific, but they may be unevenly elaborated or unorganized.

3 Response is clearly elaborated, well-organized, and detailed enough to enhance clarity. The response follows from a main idea to a logical conclusion.

APPENDIX D

Events and Time Periods

Event	Time Period
Egyptians	2850 B.C.–57 B.C.
Greece	3000 B.C.–133 B.C.
Roman Empire	753 B.C.– 476 A.D.
Medieval Period	500 A.D.–1500 A.D.
Renaissance and Reformation	1350–1600
Exploration and Colonization	1400–1763
Revolution	1763–1815
Industrial Revolution	1700–1900
Nationalism	1815–1900
Imperialism	1830–1914
World War I	1914–1918
World War II	1933–1945
Korean War	1950–1953
Vietnam War	
French Phase	1946–1954
United States Phase	1964–1973
Cold War Period	1945–1990
Post Cold War Period	1990–

APPENDIX E

World History

Year	Time Period	People	Events
3100 B.C.–57 B.C.	Egyptians	Akhenaton Hatshepsut	Papyrus Hieroglyphics Architecture
2000 B.C.–500 B.C.	Hebrews	Moses	Ten Commandments
800 B.C.–300 B.C.	Greeks	Homer Socrates/Hippocrates Alexander the Great	Democracy Athens Sparta Science (learn from observation)
753 B.C.–476 A.D.	Roman Empire	Julius Caesar Augustus Caesar Constantine	Law Engineering Pax Romana
500 A.D.–1500 A.D.	Medieval Period	Charlemagne	Feudalism Crusades Magna Carta
1350–1600	Renaissance and Reformation	Medici Leonardo da Vinci Galileo Luther Elizabeth I	Protestant Counter Reformation Rise of National State (ex.: France)
1400–1763	Exploration and Colonization	Prince Henry Columbus Magellan	Mercantilism Conquistadors Missions Slavery
1629–1815	Revolution	Cromwell Napoleon	American Revolution French Revolution
1700–1900	Industrial Revolution	James Watt Eli Whitney Henry Ford	Factory System Interchangeable Parts/ Assembly Line

APPENDIX E (continued)

Year	Time Period	People	Events
1815–1914	Imperialism		Colonials in Boxer Rebellion
1900–1995	Twentieth Century	Lenin Churchill F. D. Roosevelt Hitler Ghandi Mao Zedong (or Tse-tung) Jomo Kenyatta Nelson Mandela	World War I Communist Revolution World War II Containment Korean War Vietnam War: French Phase U.S. Phase Nationalism in Africa and Asia Cold War Period Fall of Berlin Wall Dissolution of Soviet Union Persian Gulf War

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APPENDIX F

United States History

Year	Time Period	People	Events
C. 15,000 B.C.	Early American Indians	Pueblo, Plains, Northwest and Eastern Indian	Migration across the Bering Strait Iroquois Confederacy Indian Contribution to American Civilization (examples of food, place names, vocabulary, medicines, architecture) Pueblo Revolt in Southwest
14th–15th Century	Discovery and Exploration	Christopher Columbus Hernando Cortez Hernando de Soto Francisco Vasquez de Coronado Ponce de Leon Magellan Amerigo Vespucci	Spanish Armada
16th Century	Colonial Era	John Smith Anne Hutchinson William Penn	Jamestown Founded Plymouth Founded Mayflower Compact House of Burgesses
1763	Independence	Benjamin Franklin George Washington Thomas Jefferson Thomas Paine	French and Indian War Declaration of Independence American Revolution Articles of Confederation Bill of Rights Constitution Ratified
1778	Early Republic	Alexander Hamilton Lewis and Clark Monroe Doctrine	Louisiana Purchase War of 1812
1846	Westward Expansion	Andrew Jackson	Mexican War Santa Fe Trail Treaty of Guadalupe Hidalgo
1860	Civil War and Reconstruction	Harriet Beecher Stowe Frederick Douglass Abraham Lincoln Robert E. Lee Ulysses S. Grant	Secession of Southern States Emancipation Proclamation Fourteenth and Fifteenth Amendments (Citizenship for Blacks and Right to Vote)

APPENDIX F (continued)

Year	Time Period	People	Events
1870s–80s	Industrial Growth	Alexander Bell	Monopoly
	U. S.	Thomas Edison Henry Ford Wright Brothers Andrew Carnegie	
1870s	Imperialism and World Politics	Theodore Roosevelt	Spanish-American War Panama Canal
1907	Progressive Era	Theodore Roosevelt	Square Deal
1914	World War I	Woodrow Wilson	War with Germany League of Nations
1920	Prosperity and Depression	Charles Lindbergh Herbert Hoover	Nineteenth Amendment (Woman's Suffrage) Stock Market Crash
1933	Recovery	Franklin Roosevelt	New Deal
1940	World War II	Adolph Hitler Franklin Roosevelt	Pearl Harbor Atomic Bomb
1948	Postwar World	Dwight Eisenhower Harry Truman Martin Luther King, Jr.	Fair Deal Cold War Charter of United Nations
1960	The Sixties	John Kennedy Lyndon Johnson	Civil Rights Act Twenty-fourth Amendment (Civil Rights) Voting Rights Act Vietnam War
1970	The Seventies	Richard Nixon Henry Kissinger Jimmy Carter	Twenty-sixth Amendment (18-Year-Olds Vote) Moon Landing Watergate
1980s		Ronald Reagan George Bush	Reaganomics Junk Bonds Iran Contra Affair
1990s		Bill Clinton	Persian Gulf War Health Care Issues

APPENDIX G

New Mexico History

Year	People	Accomplishments	Events
A.D. 700–A.D. 1275	Anasazi	Developed advanced culture of early Pueblo life	
1300–Present	Pueblo Indians	Developed Pueblo culture, agriculture, and craft	
1500–Present	Navajo and Apache Indians	Developed Navajo and Apache culture	
1536–1542	Cabeza de Vaca Esteban Frey Marcos De Niza Coronado	Exploration of Southwest	
1598–1605	Juan De Onate	Settles at San Gabriel Explores Colorado River	
1608			New Mexico made a royal province of Spain
1608–1610	Pedro De Peralta	Established capital at Santa Fe	
1680	Popé		Pueblo Revolt
1692–1693	De Vargas	Reconquers New Mexico	
1821	William Becknell	Santa Fe Trail opened	Mexico declares independence from Spain
	Kit Carson	Trapping in New Mexico	
1846	Gen. Stephen W. Kearny	Invasion of New Mexico	Mexican War
1847			Taos Rebellion
1850		Treaty of Guadalupe Hidalgo	New Mexico designated a territory
1861–1862	Jean Lamy		Confederates invade from Texas

APPENDIX G (continued)

Year	People	Accomplishments	Events
1862			Battle of Glorieta
1862–1867			Apaches and Navajos relocated at Bosque Redondo
1876			Railroad in New Mexico
1878–1881			Lincoln County War
1886			Geronimo captured
1898	Rough Riders		Spanish-American War
1912			New Mexico statehood
1916	Pancho Villa Willa Cather	Raid on Columbus, NM Death Comes to the Archbishop	
1923–1924			Oil discovered on the Navajo Reservation
1943–1945	Navajo Code Talkers	Code Language used in Pacific; helped defeat Japanese	Laboratories at Los Alamos produce first Atomic Bomb
1945–1990	Reyes Lopez Tijerina Georgia O'Keeffe R. C. Gorman		

APPENDIX H

Economics

A. Private Enterprise
   1. Basic Questions All Economic Systems Must Answer
      a. What is to be produced?
      b. How much is to be produced?
      c. Who gets what is produced?

   2. Basics of Free Enterprise System
      a. Economic freedom—free choice to buy or sell
      b. Profit motive—free to act in own self-interest
      c. Competitive market—free competition
      d. Private property—resources owned by companies or individuals
      e. Limited government

   3. Key Concepts/Terms
      a. Scarcity
      b. Goods
      c. Services
      d. Market
      e. Consumers
      f. Producers
      g. Profit
      h. Capitalism
      i. Market economy
      j. Command economy
      k. Laissez-faire
      l. Competition
      m. Wants
      n. Entrepreneurialism

B. Resources and Economic Growth
   1. Factors of Production
      a. Human resources
      b. Natural resources
      c. Capital resources

   2. Role of Resources in Development of U.S. Economy
      a. Abundant resources help rapid industrialization of U.S. (e.g., coal and iron for heavy industry; immigrants as labor pool; foreign investment as capital pool)
      b. Limiting Effect Economy (e.g., water scarcity in New Mexico)

3. Interdependence of U.S. Economy on Resources From Rest of the World
   - Capital resources (e.g., current foreign investment in U. S. industry/deficit)
   - Natural resources (e.g., oil from Middle East)
   - Human resource (e.g., immigrants for farm labor)

C. Supply and Demand in a Free Market
   1. Work Simple Problems With Supply and Demand
      - With demand constant, what will happen to price if supply greatly increases?
      - With demand constant, what will happen to price if supply greatly decreases?
      - With supply constant, what will happen to price if demand greatly increases?

   2. Key Concepts/Terms
      a. Supply
      b. Demand
      c. Opportunity cost
      d. Monopoly